

# THE SCHOOL JOURNAL

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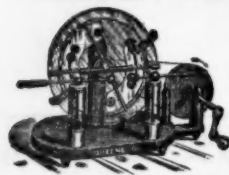
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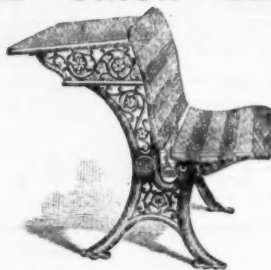


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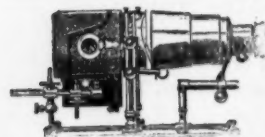
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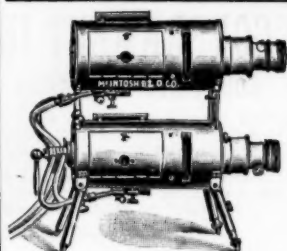
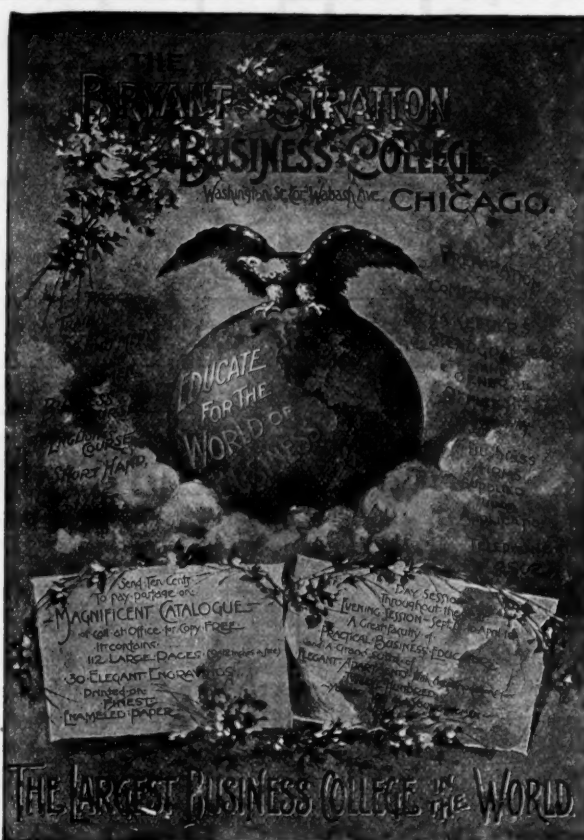
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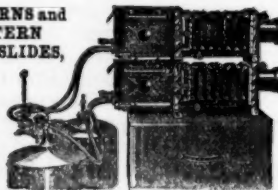
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ONE resolve should be made by every teacher this year, whether in the elegant school-rooms of the city or in the log or sod school-house of the far West and South; "I will, God helping me, get a better understanding of the ways and means of teaching this year than I have had yet." And God will help; he is on the side of those who are on the side of the children.

THE army of teachers, according to the educational statistics of the census of 1890, is great. It appears, according to a recent report, that there are 361,237 public school teachers in this country and 12,563,894 pupils attending our free schools. In private unsectarian schools there are 686,106 pupils, and in sectarian schools there are 573,601 pupils. The army of scholars in all our schools is nearly 14,000,000 young people, and within two months nine tenths of this vast number will be in the school rooms of our country.

IN this age of newspapers tyranny does not long go unrebuked. The czar of Russia may exile the Nihilists, drive out the Jews, and stifle the press in his dominions, yet the press of other countries may call him to account. The London correspondent of the New York Times has just drawn up a scathing indictment of Russia. His general count is that Russia "has never done anything more than promise sometimes to get civilized, and now for ten years has openly surrendered herself to the engulf-

ing return wave of barbarism." The Russian motto, "It is time to go home," that is heard so often, means it is time to give up appearing civilized. It is the same sort of longing that the young Indian in the mission school has to return to his wild ways and his breech-clout.

Russia is struggling to suppress Western civilization in her midst because she is more Asiatic than European, and believes "It is time to go home." The ukase against the Jews, that was carried out in such a barbarous way, is only a beginning. The Finns are already under the yoke, and after them will come the Germans. The retrogressive movement in Russia is shown by the re-establishment last July of corporal punishment, the replacing of justices of the peace by the old landlord magistrate, and the loose ideas in the army instead of the strict German discipline of former years. The average Russian believes that the civilization of western Europe is utterly corrupt, and that when it breaks down the Slav will inherit the earth. No wonder the nations are anxious in regard to Russia's attempts on Servia, Bulgaria, and Turkey!

THE proposition to establish a trade school for the blind with sloyd as a basis, which appears in a well written article in *The Mentor*, a bright, new magazine in the interests of the blind, is based on arguments that apply equally to the training of children in our public schools. Indeed the reasons given why the blind can profit by such instruction is the best definition yet seen of the intellectual value of this system. If, as the writer asserts, the first requisite in any calling is intellectual grasp, then it follows that instruction in sloyd involves a knowledge of the underlying principles that demand a mental assimilation before all else. If insight into its mechanical principles must precede eyesight, then its value as a factor in the mental training of our children is forever established, no matter if popular criticism asserts that the schools teach trades when they teach manual training. The senses have their part to do in sloyd work, most assuredly, but they are the servants of the higher faculties, and in such capacity a less number can ingeniously contrive to do the work of all. This substitution of one sense to do the work of another could not be accomplished even with all the beneficent help of nature's law of compensation, if the intellect had not first grasped the universal principles and furnished the motive power for the study of the best ways and means at command for accomplishment. Eye and touch are to be combined, if possible; but if not, touch alone can serve to work out industrial problems with the mind as dictator.

IT is said that there are a good many homes in all our larger cities where the announcement that the schools will open will not be received with unalloyed sorrow. Summer vacation spent in muddy, dirty, and bad streets is not a very profitable season for thousands. The lessons of cleanliness, order, and obedience learned during ten school months is more than unlearned during the eight vacation weeks. Object lessons, on the streets, in back alleys, and on rotten, filthy piers, are far more effective than text-book memorizing. And then, vacation gives time for the reading of literary trash and sensational crime. The school text-books are safely locked up in school libraries, but devil's text-books can be had for the asking from merchants who circulate them free for the opportunity they give for advertising their goods. Teachers often return from their vacation full of health, hope, and nature to meet pupils equally full of disease, discouragement, and immorality. This picture is not overdrawn.

### INCREASE OF POWER.

The hard thing to accomplish is to make the teachers of this country believe that to double their usefulness they must double their power. What gives them the power they now have? It is the knowledge they possess. There is no other way, then, but to make further advances. The teacher of a primary school is very apt to feel that as her work is to teach a class of children to read; she needs to know no more than she did last year. It is a fatal, a dreadful MISTAKE.

The teacher who does not enter the school-room with mental and moral power, with intellectual resources, will simply waste, in a large measure, the opportunities of her pupils. Over and over the words of Basedow must be repeated, "Schooling is for virtue" (character); and those who do no more than introduce the child to the use of symbols, without affecting his entire organization misuse their office.

Note the office of the sun. It encourages the seed to put forth its powers; these forces lay hold of the soil and atmosphere, and drink in nourishment from them; all the time the plant grows abler to get more help from the rays of the sun. It is the force of the sun that is at the bottom of the marvelous change that has been going on around us for the past months.

It is the force that is in the teacher that stimulates the mind to put forth efforts to gain knowledge; the Creator has planned sources of knowledge on all sides of the child. What is needed is a mental force in being one in sympathy with the child to arouse and direct the intellectual forces he is endowed with. If we would nail up any words in a teacher's room they would be these: "Increase your mental power day by day."

If it should be asked: "How?" We should ask, "How did you get the mental power you now have? Go on."

CONCERNING the condition of children during vacation in our cities, Louisa Parsons Hopkins, one of the supervisors of Boston schools, says: "In cities the neglect and destruction of childhood while out of school is simply appalling." Mrs. Hopkins also says that she has known little boys returned to school by the truant officer at the beginning of the school year whose whereabouts not even their parents had known for a large part of the summer. In this city it is not at all uncommon for a child to eat nothing at home for days together. Both food and companions are picked up anywhere and any time. This is a dark picture, but it shows a glimpse to one-half of the world how the other half lives. But what is to be done about it? The remedy lies in establishing vacation schools of such a character that children will be attracted to them rather than to the slums and wharfs. We must fight a fire by setting a fire. At all events, the children must be saved from vacation destruction.

THE liquor dealers of this state found it needful to hold a convention in this city last week; it was addressed by the honorable mayor of the city. Now a good deal of thinking will be aroused in thinking craniums as to these two events. There are many teachers who think educational conventions are unnecessary, and who cannot be induced to attend them. There was a time when "spread eagleism" was the principal pabulum put before teachers, nor has the day wholly gone. The action of the mayor simply indicates that the saloon is a power; in politics it is a bigger power than the schools, but it will not always be.



## TO TEACH.

There are over a quarter of a million persons in this country who engage in the work of teaching. As men rise in civilization they set apart more and more persons to perform a kind of work that is not only seen to be a factor in that civilization, but is a contributing means to happiness, morality, and prosperity. What is teaching? What is the work that teachers perform?

Let us observe one who occupies the place of power in the school-room. He calls a number of children to come before him; they stand in a row; they hold printed books in their hands; they utter the words in the books, for example; they write numbers on their slates; they add, subtract, or divide these numbers; they take their seats and others succeed them, and similar acts are observed in other classes. Then we note at another time that there is a repetition of facts learned regarding the people and the productions of some part of the earth, or something concerning matters pertaining to health, or to inventions, or to daily work.

Along with this employment of the mind, directed by the one in power, we shall notice more or less done to influence the modes of thought and the moral character of the children. In some schools it is apparent that the heavy burden laid on the teacher is listening to repetitions; in others there seems a direct effort to cause the pupil to come to warrantable conclusions about himself and others. Is all of this labor by the one in power to be called teaching?

All who discuss school-room methods and results agree on one thing—that a child should be taught to employ his judgment. The kingly power in man is his power of judging; by this he puts the roof over his head and by this builds cathedrals. Knowledge is necessary, for on it the judgment is exercised; language, numbers, and constructions are needed to enable one to obtain and retain knowledge. Teaching, then, will be rated high or low according to its effect on the judgment.

A child reads, "The bee gathers honey and stores it in the hive," and we watch him to see if he exercises his judgment on this statement. It is said to us that, "He may not do so to-day, but it is well to lay up the fact for future use." While this reply may cover a small range of facts, as that a certain dog will bite, or that the liquid in a certain cup is poisonous, it cannot be held any longer to be an educational maxim; the time for that is past.

Again we listen: a child tells what it has read about Egypt—"It is on both sides of the Nile—crocodiles abound in the waters of the river." We note the satisfaction of the teacher because this is the statement in the book. Some knowledge has been lodged in the memory; and intellectual acquisition is important. But is this statement about Egypt a kind of knowledge that the judgment of the child can operate on? Does it enter into his thought?

But we noted there were evident efforts for government. To govern, there must be employment of both authority and love. Here comes in a denial of a statement sometimes heard, that teaching is for money. The pupil is influenced at first by the authority that is possessed by the teacher, but that must soon be replaced by affection, and that is not obtained for money. We noted that there was a training of the child by which he is induced to choose and to do the right; and to prefer to act in accordance with certain fixed principles, day by day, from choice, clearly understanding these principles. It is not difficult to put such a pressure on elastic steam that it becomes seemingly obedient. The children in a school-room march in and out in such excellent order that the teacher too often flatters himself that his discipline has given them character. But morality without freedom of choice has no permanent value. The pupil must contemplate moral facts, and bring them under his judgment; and distinguish between good and evil, and freely choose the good.

From the above it will be seen that teaching demands the constant meditation upon certain keywords that may by each one be formed into maxims: judgment, self-government, freedom, character.

THE idea of University Extension had its first expression at Oxford as far back as 1845. Since then its advance has been constant, and of late years very rapid. Though Oxford was the first university to give a form to the wide-spread desire for higher education, it was almost the last to enter upon the practical details of the work; it has now by far the larger number of extension students. One of the most successful experiments of last season in extension teaching was at Providence in connection with Brown university. There is a natural connection of this movement with the Chautauquan system, developed by Bishop Vincent and his assistants.

WE do not hear so much of the "race question" as formerly. THE JOURNAL proposed but one remedy—educate the negro. A St. Louis paper sent out several questions, among them this: "Does it add to the negro's efficiency to educate him?" Employers, thirty in number, having 2,860 colored employes, say that it "adds to the efficiency of a negro to educate him." A few of the doubters, in making replies, think that the education of the young negroes has made them above working. But as to these, it must be remembered, the amount of education they have absorbed is as yet quite small. Wait till they get more.

IN France a careful investigation of the result upon crime of the rapid development of the educational system during the last ten years has been made. At the present time, it is said, it would be difficult to find an entirely illiterate person between the ages of ten and twenty. The result of this investigation shows an increasing proportion of arrests to population, an increasing proportion of convictions to arrests. Suicide has increased fifty-five per cent. in ten years, while the population has increased at the rate of one-fourth of one per cent. per annum. The number of crimes whose authors remain unknown has increased in startling proportion—a significant comment on the growing intelligence of the people. The most harrowing figures are those that relate to children. The number of juvenile criminals has not only largely increased, but while fifteen years ago the proportion was thirty-eight per cent. illiterate; it is now twenty-two per cent. The causes are by some stated to be the exclusion of religious teaching from the schools; others declare that it is the result of taking off the restraint of superstition and that it will turn the other way as soon as the population have had time to fall into ways of self-government and self-control. What horrible effects followed the removal of the restraints of law a hundred years ago! The French are not under the moral restraints they were; in time they will return to them.

It is not what is put on the outside, but what enters into the system and nourishes us that does us good. This is a general law that applies equally to the moral, mental, and physical world. The outsides of tombs are often very beautiful, but nothing is ever said about the attractiveness of their inside. A school may be attractive as a show, to a superficial observer, but extremely repulsive to one who sees its inside character. True worth is solid all through. This is what we need in school work. So it is that all real teachers are genuine, not dummies on which to hang show goods.

THE schools of Great Britain are known as (1) voluntary schools, which have been built, and are partly supported, by voluntary subscriptions. These are under denominational control; (2) board schools viz., schools built and supported by money raised by local taxation, and controlled by elected school boards. Out of the 4,688,000 pupils in the elementary schools, 3,154,000 are in the schools known as voluntary provided by, and under the control of, the church of England; 1,780,000 are in board schools; 330,000 attend schools under the British School Society, or other undenominational control; 248,000 are in Roman Catholic schools; and 174,000 belong to Wesleyan schools.

NEMAH county, Kansas, has voted to adopt a uniform series of books for its schools. The chairman of the board on text-books now asks all who have text-books they would like to have introduced to send them for inspection. How many books will be sent? We estimate the number at 2,000 and over. Now for competition among the publishers. But is the lowest priced book the best? Ought the children to be sacrificed on the altar of cheapness? We think the publishers would do well to unite on a price for such occasions (say at two-thirds retail) and then let Nemaha county take just what it will.

## POSITIVE vs. NEGATIVE TEACHING.

By Prin. H. C. KREBS, Egg Harbor City, N. J.



IT is a well-known fact that there are two sets of nervous fibers termed respectively influential and automatic arcs. Influential fibers characterize all animals that possess free will, as man. All animals that possess but automatic fibers, act merely by instinct—the bird builds its nest without instruction, and the first nest it builds is as perfect as the last.

Man possesses both sets of nerves. Sometimes the one kind gains mental ascendancy, and in some persons the other predominates.

Physiologists are nearly unanimous in the opinion that whenever any phenomenon affects the senses, it makes molecular impressions on the brain. It scars the automatic arcs of the nervous system, notably those of the brain. Repetition deepens the scars. Vividness of impression also deepens the grooves.

When the musician plays a composition for the first time, molecular impressions are made upon his brain.

The second time he plays it, he executes the movements with greater ease and far more accuracy, because he is aided by the scars made on his automatic nerves by the former practice. By the second rehearsal the grooves are deepened; and continued practice develops the power of rendering the piece while conversing with a friend. Another peculiarity of these grooves is found in the fact that they are ineradicable. The body is completely changed in about one year; but the scar that you have on your finger remains all your life. Just so with the scars on the brain; once there, they remain.

Not long ago a bedraggled woman, bearing the marks of dissipation on her face, entered the room of a piano store in New York, and begged permission to use one of the pianos for a few minutes. The request was granted, and to the astonishment of the bystanding musicians this woman of the streets, after a few preliminary chords, began Beethoven's Moonlight Sonata, and executed it with a brilliancy and pathos that was rarely heard. Having played several pieces, during which time she seemed utterly oblivious to her surroundings, she suddenly stopped, rose from the piano, and with a wicked leer left the room, to pursue her course in the streets.

How do we explain this transition from goodness to wickedness?

At one time her brain was scarred with the beautiful and good; but evil in some way obtruded itself, and produced ineradicable marks on her brain. Nevertheless, in accordance with our statement that scars remain through life, though for many years the scars of music had been unused, these impressions on the automatic arcs gained the predominance when she saw the piano, and she once more lived, for a few minutes, in the atmosphere of her early home. To what a noble career she might have attained if the scars of evil could have been kept from her brain, we can only conjecture.

Now let us apply the foregoing to the practical work of the school-room.

How often do teachers write incorrect sentences on the blackboard for the pupils to criticize and correct, with the expectation that thus pupils will learn to use correct expressions! Suppose the teacher writes the sentence "The man which you saw in the store, has gone." The pupils, in the vividness of the first impression that the sentence affords to their eager, expectant eyes, receive deep scars of this incorrect form upon their minds. Perhaps one of the pupils reads it aloud. If he does not see the error, it may be that the sentence is read four or five times in its incorrect form before the mistake is seen, thus each time deepening the grooves in the brain by the law of repetition. These grooves formed by the impression of the incorrect sentence on the brain, cannot be erased—they will remain throughout life. Every time that these pupils have occasion to say "The man whom," they will have a strong tendency to say "The man which." These grooves will remain, even if the teacher in the above case substitutes the word "whom," and requires the reading of the corrected form a score of times. The wrong impression cannot be removed.

The class in primary reading is reciting. The teacher writes on the board the word *lot*. "Children, what is that word?" "Hot!" says one.

"Are you sure? Is that word *hot*? James, do you think it is *hot*? Charles, does it look like the word *hot*?" etc., etc.

By the endless repetition of the word *hot*, the pupils have their brains scarred with the word *hot*, when the correct impression *lot* should be given. Whenever they see the word *lot*, there is a strong tendency in their minds



to say hot; at the very least, a painful hesitation results. Let us now draw conclusions. Never permit a child to see or hear an incorrect form, as far as possible.

The impression made on the brain by an incorrect form cannot be erased by the substitution of the correct form, although by tact and practice, according to the laws of mental activity, the correct form may be impressed upon the mind more deeply than the incorrect form.

The only way to teach the proper use of language is by scarring the brain with correct language. This can best be done by discarding false syntax, and incorrect expressions of all kinds, and reading and dwelling continually on elegant sentences.

The brain of the younger Pitt was so scarred with beauties of *Paradise Lost*, and the classics of Greece and Rome, that when aroused he could pour forth, unpremeditatedly, streams of faultless language.

There is one other side, intensely practical, to which we shall briefly allude. It is with regard to correct moral training. The teacher who gives a vivid account of the vices of Aaron Burr, of the crimes of Nero, Philip II., and Jack the Ripper, proceeds in strong contrast to the teacher who barely mentions these characters, but dwells continually on the men and women in whom history delights. To give a strong recital of wicked deeds and then tell pupils to avoid them, is contradictory.

The account produces scars a thousand times deeper than the admonition. Teach in all things the positive side, and avoid the negative as much as possible. Fill the brain with correct impressions and let the incorrect form be avoided. By so doing you may train your boy to be a Poe *without* being a drunkard, or a Byron without his vices, or a Burr with brilliant talents, an honor instead of a disgrace to mankind.

#### AMERICAN TEACHING AS IT APPEARS TO AN ENGLISHMAN.

Most of those who attempt to measure up American education come here with preconceived ideas as to what education is and how it should be carried on. Only at rare intervals does one come from over the sea and put our work alongside of a just ideal, not an English ideal or a German ideal, but a just ideal. It is apparent that Mr. W. C. Grasby, did not set out from England to write a book; he made observations, and probably some notes and on his return "yielded to the wish" of friends for this publication. The volume which results is, therefore, not founded on an accumulated mass of material that a careful observer would have found it necessary to gather; yet it has on that very account possibly a brightness it otherwise would have lacked. He states the reason of his visit:

"It was the desire to acquaint myself fully with what was being done towards the general introduction of science teaching and manual training into elementary schools, which chiefly prompted me to take the present trip around the world. I have for some years advocated the necessity for greater attention being paid to the study of science; but always insisted in the elementary schools there should be no attempt made to associate science with examinations."

This prophecy concerning the Blair Bill is not likely to be fulfilled. The Southern states were so determined to handle their educational affairs themselves, that they would not vote for a bill to give them this money out of the United States treasury:

"Taking the whole population of the Southern and Southwestern states, illiteracy is increasing at a greater ratio than the population. It is on this account that the advocates of the Blair Bill wish the Federal government to apportion about 80,000,000 dollars, from the surplus in the national treasury, among the most illiterate states in proportion to the percentage of illiteracy. It is almost certain that this will shortly be done."

Mr. Grasby was keen enough to note a weakness in our educational system that some among us take pride in!

"I was frequently inwardly amused at what appeared to me an absurdly extravagant use of dignity on the part of city superintendents in large cities, when they informed me 'that the city of — is quite independent of the county or state officers of education. It manages its own affairs with as little reference to the state superintendent as if it were in another state, only furnishing him with certain statistical and other information required by him.'"

Mr. Grasby does not lavish the praise on our city system that is so welcome, on the contrary he hints at possible improvements:

"City superintendents are often among the foremost educators of the country, and the schools under their care are equally a credit to themselves, and to the splendid cities over which they preside. At the same time, the superintendents, holding lofty ideals, and considering that the fine work which has been done is but treading on the threshold of the possible, with the frankness of their nation, freely exhibit and court inspection of the indifferent equally with the good. They know that in comparison with others they have little to fear; but in contrast to the attainable the position is humiliating."

He commends a feature, but it is not a good one; the tendency of crowding masses of children into one building is now admitted to be a mistake:

"In one town I visited, there is one grammar school, the upper floor of which is devoted to a high school. The building is a new and handsome one, as well adapted to its purpose as the American schools usually are. In the same town are some six primary schools. It would be indefinitely better to have one central establishment."

He discovers that compulsory education is distasteful:

"The criticism which first rises naturally to one's lips, is that all this system, and the acknowledgment on the part of the state of the necessity of education as a guarantee of well-being, is useless, if the parent of a child is unwilling to take advantage of the means provided. There is no compulsion for those who would injure the state by bringing up children in ignorance."

It appears that he discovered the "cast-iron" in the New York city schools, and so carries away no very high opinion of its educational system:

"The New York city teacher considers herself degraded to a mere machine by the way the superintendent has laid down methods by which every detail of the school work is to be taught. She complains that all individuality is crushed out by the working of a mechanical system. She not only has a given number of facts to teach, but a manual telling her exactly how she must teach it."

"A school hedged round with regulations, is no place for many men, and should not be for children. New York city claims to have the most perfect system in the state. I will not dispute the superintendent's word; but I have not always found that education and 'system' go together, although there must be system in education. At all events, it is not wise on the part of a visitor to allow himself to form conclusions concerning the schools of the United States from what he sees in New York city."

"I did not go to hear what the children knew, but to see how

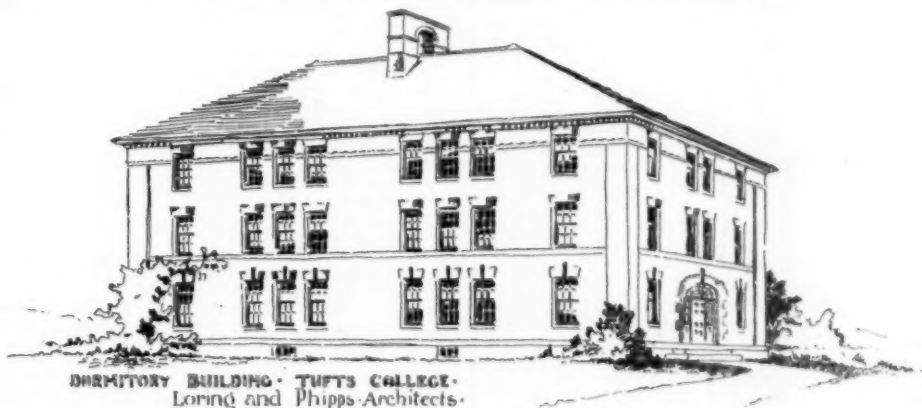
they were taught. This weakness was most marked in New York city, whose schools seem to have had great influence in forming the English opinion which I have read and heard of American teaching. There seemed to be so great a desire for me to see what they thought good, with a corresponding apparent disinclination to allow me to see what I wished, that I found it profitable to spend less time in the Empire city than I had intended. I came to the conclusion that there is more system and less education in New York than in any other city of the Union I had visited."

The author found the term the "New Education" in common use, and like a wise observer instead of ignoring it, followed that old rule, "While in Rome use the terms the Romans use." Very different he from those bullet-headed educators who determined there should be no New Education!

"I am, I hope justly, considered to be in favor of what is termed 'New Education,' because I think that both methods and means of education must change with the continually changing conditions of men and nations."

"New and old are but relative in their meaning; and, however old the idea may be, we are only beginning to practically put into operation the established conception that education is no longer to be considered a war against nature, but an alliance with her; not the suppression of inclinations, not training by what is distasteful and disagreeable, but the nurturing, the developing of those loves and likes which so early manifest themselves in childhood—fostering of the good that the evil tendencies may not have room to grow."

"With the movement towards basing the training of young people on the principles of psychology, has grown up another, originating in the opposite wish to make education more practical, a more real fitting for the active duties of life, which the pupils will be called upon to fulfil when earning a livelihood. These two apparently antagonistic movements are largely in harmony. They are, in fact, related conclusions, the one resting on empiri-



DORMITORY BUILDING - TUFTS COLLEGE - Loring and Phipps Architects.

This building will be three stories in height, 38 feet in depth, and with 67 feet of frontage. All of the exterior, front, rear, and ends, will be of the same material as Divinity Hall. The entrance will be at one end, a central corridor extending to a broad stairway at the other end. There will be upon each floor 12 suites of rooms,

each adapted to the occupancy of but one person, and each containing alcove for bed, study room, and closet. The heating will come by direct radiation from a boiler in the basement of Divinity Hall. All of the halls and rooms of this building are to be finished in polished cypress.



DIVINITY HALL - TUFTS COLLEGE - Loring and Phipps Architects - Boston.

The illustration gives a plain Roman outline. There will be two upper stories 12 feet high and their exterior will be of buff and molded brick, terra cotta, and buff Ohio freestone. There will be a wide frieze, heavy projecting cornice, copper, gutters, ridge and conductors, and a grayish-green slated roof.

The basement story, which will be mainly above ground, will be constructed of dark granite, and will contain abundant rooms for fuel, furnace, storage, etc. Each entrance will be by a broad arch, surmounted by a triple

window. Each floor will contain four large class rooms, measuring 30x36 feet each, and adjoining them four ample rooms to be used by the professors. Over the vestibule, upon the second floor, there will be a large room for the general faculty. All of the flooring will be of hard wood, and the interior finish will be of polished cypress. Steam heating of indirect radiation, and the direct exhaust system of ventilation will be adopted, in accordance with the requirements of state laws. The building will be 48 feet deep with a frontage of 82 feet.



cal, the other on theoretical basis. No position can be stronger than that one based on scientific reasoning and demanded by practical experience. Either might err; the two, never.

"This movement is variously known as technical education, practical education, industrial education, whole education, utilitarian education, hand-and-eye education, manual training, the new education, and by many other names. Its various advocates do not agree either in their reasoning or their demands; but this is neither to be wondered at nor altogether deplored. It matters little by what name it is called, if the children get it; and get it they will if their teachers have the will to guide and the will to work. That which is passing away has done its work; let us bow our heads in reverence before its departing spirit, and prepare to give it decent burial, raising over it the inscription, 'Served its appointed time, and died hard.'" The child expressed this very prettily when she told her mother during a chat about her school, that in drawing, "you had to think and think and then put a line round your think." Great importance is attached to the language lesson which is, I understand, unknown as such in English schools. These are to supplement all other lessons, and are probably the foundation of that faculty of ready expression and correct speech among the mass of the American people. Every oral lesson is supposed to be a language lesson."

#### WHAT IS SEEN UNDER THE SURFACE.

This man proves himself able to see under the surface; here is a school he praises:

"In each of the rooms I had noticed sundry specimens of shells, preserved crabs, butterflies, dried flowers, boxes in which were cocoons, and so forth, and therefore remarked to one of the teachers that I was pleased to see that she taught natural history, and wished to know whether the pupils were fond of it. With evident surprise, she informed me that they did not teach natural history at all. After a little chat, I asked about the specimens in the room, and what she did with them. I found that they were nearly all brought to the school by the children, so that they might talk with her about them. It appeared that the principal was very fond of natural history, and had succeeded in interesting her pupils and her teachers in the subject without giving it a name. Each spring the pupils bring to school the first specimen of every wild flower that they find open. The date is recorded and compared with last year's record, and then the specimen is examined and talked about."

#### A BOSTON TEACHER WHO COULDN'T TEACH.

"In a magnificent school in Boston, where I spent a very pleasant afternoon, and heard some good teaching in other subjects, I listened to a 'science lesson' given by the principal to the eighth grade boys and girls. He had a very convenient demonstrating table, and large cases of first-class chemical and physical apparatus at hand. Here is an outline of the lesson (?). The pupils were seated with large note books and pencils, when the master called out, 'Put down. To make red light you take nitrate of strontium in a saucer and add alcohol; then you warm the saucer and set light to the alcohol, when it burns with a red flame. Now watch me do it.' Without further comment he performed the experiment, and smiled with evident satisfaction when the flame burned red, and the class cried, 'Oh! isn't it pretty!' He then prepared several other colored flames in similar fashion, after which he said, 'Put down the word 'Attraction,' and take careful notes, making a sketch of each experiment as I perform it. The first kind of attraction is magnetic attraction, which, as you know, points to the north. I will take this needle-magnet, and when I hold another magnet near, the needle is attracted, showing a law of which we will have to speak by and by. Draw the experiment. Now write down 'Electrical Attraction,' which is the next kind we will take, according to the order of the book. I take a glass rod and rub it with a silk handkerchief, and when I put it near this pith ball hung on a silk thread, the ball is first attracted and then repelled. Now draw a picture of the experiment."

Now write 'Cohesion' as the next kind of attraction. Everything is made up of molecules. I take a piece of wood, and I cannot pull it apart; but if I take a rope of sand I can do so, because the sand has no attraction. This force is called cohesion. Now I put a globule of mercury on a glass plate, and put another plate on top—draw a picture of the experiment—and you see the mercury spreads out flat. Now when I take off the plate, the cohesion of the mercury draws it up into a heap again. Here are two sheets of glass which I will wet and put together. Now, you see, I can hardly separate them again except by sliding one off the other. That is cohesion. Now put down 'Adhesion.' When chalk sticks to the blackboard, that is adhesion. Now put down 'Capillary Attraction.' I will hang this piece of blotting paper on a hook and let the end dip in water. You see the water is drawn up. That is capillary attraction. If I dip this stick into a bowl of mercury, you see none sticks to it, because there is no adhesion. When I put the stick into water they adhere.' He then took out a set of tubes for showing capillary attraction, and holding them up said, 'You see these tubes. Some are larger than others. Now, if I were to take some colored water in a basin, and put the ends of these tubes into the basin, the water would rise up a good way in the smallest tube, but hardly at all in the largest. Make a drawing of this.' He did not perform the experiment, but took another piece of apparatus for illustrating the same property of liquids, and said, 'You see these two sheets of glass? They are so fixed that the edges to my left are joined, but those to the right are open about half an inch. Now, if I were to put this into color water, the water would rise a long way up on the closed side, and form a curve facing the other way. You will read about it in your books, and you have seen the glass and know what it is.' When he had proceeded thus far, I concluded I had written sufficient, and did not take further notes. Apart altogether from the accuracy of his statement, I think it would be difficult to find an example of greater disregard of all sound principles of teaching. That man, though principal of one of the finest schools in the best part of Boston, when supplied with the best appliances, could not teach."

#### HE LIKES COL. PARKER'S PRIMARY SCHOOL.

He finds a primary school he likes. It is in the Cook county normal school:

"The primary grades were under a lady happily possessed of one

of the most wonderfully expressive faces I have seen. Kindness, power, and tenderness were equally shown; and her manner in dealing with the children was so diversified that she apparently treated no two children alike, although there were perhaps forty in the class. In the room of the first grade was a cage with a pair of squirrels, whose antics were most interesting. They belonged to the children, who were able to tell me, in their own pretty way, very much of the habits and life of these forest economists. On the teacher's desk were several tumblers upside-down, enclosing cocoons of various kinds which had been spun in the room; while on the table were boxes with caterpillars feeding on fresh leaves of the tree or bush on which they were found. These had been brought in by the children, who were only allowed to do so on condition that they bring a regular supply of fresh food.

"I had a favorable opportunity of judging the lady's mode of dealing with these specimens; for one morning a child brought in a caterpillar on which were a number of tiny cocoons. This was passed around for the children to look at. The majority said that they had seen the same kind of caterpillar; but they were puzzled by the white silky egg-like attachments, although several said they looked like cocoons, about which they had evidently had some talk. The teacher then told, in the form of a simple story, how, 'while the caterpillar was feeding quietly on a hush, a little fly came flitting along; and, seeing the soft leaf-eater, settled on him; and, with a sharp weapon made for the purpose, pierced a number of holes in the poor caterpillar's back and sides, and in each laid a tiny egg. Then she flew away—perhaps to do the same to another before she died. The caterpillar, perhaps, never felt her; but in a short time the tiny eggs hatched, and out of each came a small grub. These fed on the flesh of the poor caterpillar which ate more and more ravenously; but only to feed the grubs which after they had grown to their full size, came out and spun the small silk cocoons, and went to sleep inside. You see, the poor caterpillar looks very sickly compared to this one having no cocoons; but as Nellie has brought some leaves, we will put him in this box, to see what becomes of him and his load of cocoons.'" The children had from time to time supplied information, and now several were eager to carry the story further, and anticipated the result of the experiment by saying that the sleeping grub or chrysalis in the little cocoon would change into the same sort of tiny fly as the one that laid the eggs in the caterpillar. This was noted, and the specimen put aside to see whether the speculations would prove to be correct, and, if so, that the appearance of this wonderful little fly might be noted.

"That this took place as an ordinary occurrence I am sure, for no one knew I would be there; and the pupils appeared quite used to the kind of discussion, and very greatly to enjoy it.

"I need hardly say that the intelligence of these children was wonderful, even for America. I have omitted to mention that the new words used in the chat were written on the blackboard, and impressed on the minds of the pupils. This is, indeed, part of the system of reading followed. The children learn to read script first by the look-and-say method; and their writing proceeds hand-in-hand with the reading, the process being the real thing, the written symbol of the thing, reproducing the symbol on the slates."

He might easily have found this lack of which he complains, if he had only mentioned it.

"Spelling books are still used in some parts of the states; but I did not find a class 'sitting up' like rows of emotionless, expressionless automatons, singing in loud tones, 'o-f, of; t-e-n, ten—of-in; 'c-o-l, col; o-u-r, our—kul-er;' or such contradictions, from twenty to fifty times, while performing mental rehearsals of intended bargains, games, or pranks, when school is over. (In one London school, I heard a class of sixty infants repeat 'c-a-t, kat, thirty-three times, using the names of the letters, not the sounds.")

We must correct his geography if (as is probable) he refers to the Martha's Vineyard summer school, that is on an island.

"One of the oldest of the summer schools, having a large commodious building on a promontory jutting into the Atlantic, is chartered under the laws of Massachusetts."

#### THE AMERICAN VS. THE ENGLISH TEACHER.

He contrasts the American teacher with his brethren in England to our advantage. Thanks!

"The special feature of the English teacher is technical skill in practical teaching; that of the American, an educated and cultured mind. The time one has spent in teaching or learning to teach, the other has spent in study. The one has all along been subject to the influences of a narrowing occupation, and now oftentimes considers himself well-nigh perfect in his art; the other has been under the influences of a liberal training, is well versed in the principles of education, has had little practice in teaching; but is fully conscious of the fact, and therefore ready to take advantage of every means to compensate for his lack. A conscious ignorance is often better than a self-satisfied knowledge. The average American teacher maintains better discipline with less force; is a superior educator, but less an adept than her English compeer in filling the pupil's head with facts."

Mr. Grasby has the same convictions in respect to the evil that comes out of examinations that THE JOURNAL has steadily expressed; we can assure him that ten or fifteen years will see this Moloch cast down from its pedestal. He states his point well.

He discovers what other careful observers have pointed out, that the introduction of kindergarten methods and materials into the primary school (having the spirit of Froebel out) amounts to nothing; in fact, it is a bad step because it is supposed that something will result and no result can come.

"I have little hesitation in saying that there is as little of the true spirit of kindergarten in the primary grades of the schools of the United States as in the English infant schools."

He points out the antagonism of the primary teachers to the kindergarten, which is no credit to the former:

"No city has adopted the kindergarten so extensively as St. Louis yet in no city I visited are the primary and grammar school teachers so opposed to it. The kindergartner thinks her mode of training perfect, and denounces primary methods which she does not understand. The primary teacher knows nothing of kindergarten except that 'the children are so inquisitive, won't sit still and listen, want to know the reason of everything, and don't know any more of reading and writing than those who come straight from home.' 'Do they learn more quickly?' I repeatedly asked; and the reply was generally a reluctant admission that they did in anything that required thought, but not in remembering. That they learned arithmetic more quickly was nearly always admitted. The object of the primary teacher's work is 'to teach to read, write, and do sums.' The kindergartner does not do that; therefore, she says, the kindergarten is not practical; it is a waste of money and time."

He points out the superiority of the American city schools in drawing; he does not laud the German to the skies, as is the custom. He believes the best teaching in the world is in America:

"The elementary schools of the chief centers of the United States are in drawing as distinctly in advance of those in England, as the average English school-girl is ahead of her American cousin in her skill in needlework. I did not see slates being used for drawing anywhere in the United States, and only once did I see paper ruled in the small squares so common in Germany in the primary classes. After what I saw in Europe, I have now no hesitation in saying that the system I saw followed in Providence, Springfield, Chicago, St. Louis, and many other cities, is the best plan for elementary schools which I have seen."

#### LIKES MANUAL TRAINING BUT CAN'T FIND IT.

Mr. Grasby was much interested in Manual training, but had hard work to find it in operation.

"Of course there are teachers who are firmly anchored to the past; who, living in the midst of progress are quite oblivious to it, and unconscious of the prevalence of new ideas. I occasionally found teachers, who, when asked whether any experiments in manual training were being tried in their schools, replied—'Oh yes; we have calisthenics, and musical drill.' On one occasion, a principal, after reading my card of introduction, and welcoming me with characteristic American urbanity, said—'I see you are particularly interested in manual training; as there is a class at the work now, perhaps you would like to see it.' I accompanied him to the playground in the basement, and found a fine class of boys going through a series of dumb-bell and other physical exercises."

"A man cannot teach what he does not know; but because he knows, it does not follow that he can teach. Hence the difficulty in regard to manual training. Manual training becomes an education only in the hands of teachers where teaching ability and executive skill are properly combined. If a choice has to be made, however, it is better to have a good teacher with poor manipulative power, than a good mechanic, but a bad teacher."

"My observations confirm my previous conviction as to the evils resulting from examinations, and prove my contention that they are not necessary to secure the best value for the public money expended. They are detrimental to the intellectual, moral, and physical well-being of the children, and they are a cause of a certain amount of dishonesty in various forms on the part of pupils and teachers, though as often from omission as commission. But I would not dwell on the dishonesty caused, because that is not the most important of the objections to the system of examinations to test results. The greatest evil of all, is the false view which is created of the use of the school. It has created the idea that education consists in the knowledge of a few facts, and the ability to perform a few mechanical operations, rather than the power to think, and the love for the acquisition of knowledge."

He has very little to say of persons, which is quite remarkable. Two men are mentioned.

"Mr. Aaron Gove, superintendent of Denver, Colorado, is the most English of American superintendents I met."

"Col. F. W. Parker holds decided views and has splendid opportunities of putting them in practice."

He sees the need of men in the school-rooms and quotes Principal Dunton:

"The principal of the normal school, Boston, considers that the paucity of male teachers, and the lack of means of training them, is one of the weak spots in the school system of the towns. He greatly regrets that there are not more men in the schools, though under present conditions he considers it a good thing. They have to be obtained where they can, and often are not of the first order; they have had no training, teach as they were taught, and have no grasp of the higher part of the teachers' profession. The consequence is that they are seldom on the progressive side of the education movement, and retard its progress. One of the most difficult tasks of a progressive teacher or superintendent is to fight against the ignorance and prejudice of these men. That they are college graduates makes matters worse, for they hold up their diplomas as guarantees of capacity, and the people grant their claims."

Mr. Grasby must be a teacher himself. Hardly any but a teacher would say:

"Did we not recognize it, pedagogy is the noblest of professions, and the teacher is the greatest of artists."

On the whole this volume will give a better view of the spirit of American schools than any other that has been written. The charming feature is that he is a dispassionate observer. Englishmen, as a rule, come over here with the settled conviction that England has nothing to learn. Come again, Mr. Grasby.

"Teaching in Three Continents." Personal notes on the educational system of the world, by W. Catton Grasby, Cassell & Co., N. Y. City. Price, \$1.50."



## THE SCHOOL ROOM.

SEPT. 19.—EARTH AND NUMBERS.  
SEPT. 26.—SELF AND PEOPLE.  
OCT. 3.—DOING AND ETHICS.  
OCT. 10.—LANGUAGE AND THINGS.

## A REVIEW OF NUMBER "SIX."

By Miss LUCY A. HERRING, AVALON, PA.

(The object of this lesson is to introduce new terms in Form by combination with number work.)

Square prism in the hands of each child.



Count the faces of the prism.—How many?

Who can write figure six on the board?

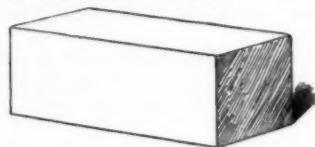
Write figure six on your slates. Now place the prism on your desks as I have. What is the shape of the face?

How many oblong faces has the prism?

What is the shape of the left end face of the prism?

What is the shape of the right end face?

How many square faces has the prism?



Four faces and two faces are how many faces?

Four and how many make six?

Who can write four and two are six on the board? Write  $4+2=6$  on your slates.

Two faces and four faces are how many faces?

Two and how many make six?

Who can write  $2+4=6$  on the board?Write  $2+4=6$  on your slates.

Cover the square faces of the prism with your hands. How many faces left?

Six faces less two faces are how many faces?

Who can write six less two on the board? Write  $6-2=4$  on your slates.

What must you take from six to leave four?

Is six more or less than four? How much more?

Is four more or less than six? How much less?

Cover the oblong faces with your hand. How many faces left? Six faces less four faces are how many faces?

Who can write six less four on the board? Write  $6-4=2$  on your slates.

What must you take from six to leave two?

Is six more or less than two? How much more?

Is two more or less than six? How much less?

Strike one face of your prism with your pencil; strike another face, another, another, another, another. How many times did you strike one face?

How many faces did you strike?

Six times one are how many?

Who can write six times one are six on the board? Write  $6 \times 1=6$  on your slates.

Touch, at the same time, two faces of your prism; touch two other faces; two others. How many times did you touch two faces of your prism? How many faces did you touch? Three times two are how many?

Write  $3 \times 2=6$  on your slates.

How many twos make six?

Who can write it on the board?

Write  $3 \times 2=6$  on your slates.

How many twos in six? Who can write it?

Class write  $2 \times 3$ .

Two and two and two are how many?

Write it.

Touch at the same time three faces of your prism; touch three other faces. How many times did you touch three faces.

Two times three are how many? Write it.

Two threes are how many? Write two threes are six.

Mary, tell me, how many of these chicks are facing your right hand.



What part of the whole number are facing that way?

Show me one third of the faces of your prism? How many?

Who can write  $\frac{1}{3}$  of  $6=2$  on the board? Write it on your slates.Show me two thirds of the faces of your prism. How many? Write  $\frac{2}{3}$  of  $6=4$ .

Show me three thirds of the faces.

Write  $\frac{3}{3}$  of  $6=6$ .

Stand the prism upright on your desks. How many parallel faces do you see? What is their shape?

How many vertical faces do you see? How many horizontal faces?

How many vertical edges has the front face? How many horizontal edges? How many parallel edges?

How much are two threes?

How many times three make six?

How many times must you take three to make six?

How many threes are there in six?

Touch three faces again. How many faces are you touching? How many faces are you not touching?

How many faces has the whole prism? Three faces and how many faces are six faces? Write  $3+3=6$  on your slates.

What must you add to three to make six?

Is six more or less than three? How much more?

Is three more or less than six? How much less?

Six less how many will leave three?

Write  $6-3=3$ .

John, please show me how many of these umbrellas are shut?



What part of the whole number are shut?

Show me one half of the faces of your prism.—How many?

Who can write one half of six are three on the board? Write  $\frac{1}{2}$  of  $6=3$  on your slates.How many threes in six? Write  $3 \times 2$ .

Three is what part of six?

Three is one half of what?

## NUMBER.—THE FIRST YEAR.

By ELLEN E. KENYON.

(The course of study in arithmetic at present followed by the teachers of the Cook county normal school, is the most rational I have seen. It takes care that everything important shall be included, permits and even suggests the proper relation of arithmetic to the other studies, and leaves the teacher all the freedom she can desire. It was presented to the members of the Teachers' Retreat, at Chautauqua, in July, by Mr. Giffin, who is largely responsible for its construction. The first year's work keeps within the limits of the number ten, but aims to exhaust the subject of arithmetic within those limits.)

1. *Single Things.* Parts of animals, birds, fruit, etc. Problems suggested by the science work. (To this the teacher probably adds problems suggested by all the other work, and by the surroundings and plays of the children.) Addition, subtraction, multiplication, division, and partition. (Partition means the separation of objects and groups into fractional parts. If you want to find out how many  $\frac{1}{3}$ 's there are in a number, you perform a process of division, arranging the number in groups of three, and it depends on the size of the number how many groups there will be. If, on the other hand, you want to find one-third of a number, you arrange the number in three equal groups, and it depends on the size of the number how many units each group will contain. Thus partition distinguishes itself from division.)

2. *Lines.* Inch, foot, and yard. Children to estimate and measure, using sticks, strings, etc. (This practice of estimation before measurement is the best of modern devices for cultivating the arithmetical judgment.)

3. *Areas.* Any area within ten. All operations. Diagrams of different dimensions compared, etc. The instruction includes exercises in paper-folding, leading to squaring, square root, etc.

4. *Volume.* All operations. Bricks, cubes, and other rectangular blocks measured, and their contents computed in cubic inches. (Clay modeling would come in here.) The dissected cube is used.

5. *Measure of bulk.* Gill, pint, quart, and gallon; quart, peck, etc. The actual measures are used and all sorts of problems within ten are given.

6. *Weight and force.* Scales and weights. Sand, rock, excelsior, etc. Estimate and weigh. (Good problems

would be: How much does a pint of saw-dust weigh? A pint of sand?) Problems in prices are given.

7. *Time.* Days in the week, weeks in a month, hours in a school day. (Probably the teacher adds half-hours and quarter-hours in an hour.) Practical problems on these relations are given, still using all the fundamental operations.

8. *Values.* Currency up to and including the dime. (Why not dollars, halves, and quarters?) One, two, three, four, five, and ten-cent postage stamps.

9. *Accounts.* Little books are kept, in which the children put down the simplest kind of accounts. (Numbers 8 and 9 suggest playing store and noting purchases. This is an excellent means of interesting small children in both oral and written applications of number.)

The bane of the graded school teacher, and of the teacher dependent on text-books is classification. History must not be taught until a certain page in the book is reached. The truth is that there is no reason in the world, except the timidity of conservative habit, why book-keeping should not be taught as soon as the child can wield the pen and count a little change, or why the arithmetic hour should not be an hour for teaching every subject in the curriculum. A very small child can be taught to enter all the spending money he receives on one page of a book and all that he spends on another. With progress in the fundamental operations come the adding of these columns, the subtracting to find the balance, the comparing of cash in hand with

this balance, the multiplying of price by number of articles purchased, the dividing to find out how far the money will go, and the partition to find out what half will cost. The habit of book-keeping thus makes the child's arithmetic a part of his life and tends to correct the spendthrift tendency. Its exercises may also be made writing lessons, inculcating neatness.

As for language lessons—what better language exercise could be given than that of the teacher who based all the questions of a lesson on a pair of shoes, a span of horses, a couple of children, a yoke of oxen, and a brace of ducks?—or that other lesson consisting of the following questions:

One goose and five more?

One man and two more?

One mouse and one more?

One child and four more?

One ox and three more? etc., etc., teaching the irregular plurals?

Teachers make a great mistake in separating the branches of study. Courses of study have to, in order to keep clearly before the teacher what she is to accomplish, but teachers may accomplish more than one thing at a time if they plan their work in the light of its unity and fear less to tread on one another's ground.

The subject of arithmetic is not isolated in the Cook Co. normal school. It proceeds through all the eight grades of one year each, under the eight headings given above, touching the other subjects of the very elastic curriculum at every stage and in every department. The work in "lines," "areas" and "volume" runs up through experimental work into square and cube root; cording wood; fencing lots, etc.; papering rooms, carpeting floors, and boarding walls; digging ditches, cellars, and wells; calculating air spaces and volumes of water; mensuration and problems in geometry. It probably takes in geographical areas and astronomical distances, as the other studies progress.

The department of "weight and force" naturally connects itself with several of the sciences and may be made to introduce the elements of others, not followed to any extent in school.

"Time" leads up to historic and geological periods, after its earlier exercises in so much work done in a given time or so much money saved, etc.

"Values" includes all computations in currency and all business forms. "Accounts" takes the pupil through book-keeping.

In no department of this work is the child nauseated with a tedious drill upon one set of problems, as in the fraction class of the ordinary graded school, or that unfortunate class in which pupils and teachers are kept on "cases" in federal money until the weariest confusion gathers round the subject for the children and the teacher punctuates all her nightmares with the "dollar mark and point." Nor is it necessary to include something from each department in every lesson. The departments are there to be drawn upon as occasion may suggest, the teacher keeping her eye upon them

carefully, however, with the view of covering the required ground during the year.

The second grade or year applies numbers from ten to twenty in all these departments. (This is the new work. I presume "review" is taken for granted.) The third year takes to thirty, the fourth to fifty, the fifth to a hundred, the sixth to a thousand, the seventh to ten thousand, the eighth to one million. The great bugbear of "notation" is not bothered with very much. It seems to "come of itself." A great many things that we make a good deal of fuss over would come of themselves if we would but leave off our straining to get them in at the wrong time.

#### A FEW THOUGHTS ABOUT THE FORMATION OF ROCK.

By PROF. GUSTAV GUTTENBERG, Pittsburg, Pa.

The earth is thought to have been once a globe of molten mass. There were no oceans, because the water was all in the form of steam. By and by the crust began to cool and harden. This hard crust formed the first rock; these looked probably much like slag, like the lava of our volcanoes. Water began to condense in the upper regions and came in hot torrents to be almost immediately changed to steam again on reaching the heated rock. The crust kept on cooling and contracting, but the seething mass, the imprisoned gases trying to find an outlet, raised the crust here to towering mountains, pushed and broke through on other places and overflowed large areas, while again hollow spaces formed within and parts of the crust sunk in, forming deep basins. It was the time of earthquakes and volcanic eruptions on a grand scale. But the cooling and thickening of the crust continued, and the waters continued pouring down, rushing down the mountain sides, wearing away the surface of the crust and spreading out the debris in the deep basins, which were more and more filled with water. Keep in mind the high temperature of the water and the porosity of the first crust and you can imagine on what tremendous scale the erosion and deposition must have taken place. Still the interior forces did not rest. Basins that had become sea bottoms were pushed up and left high and dry above the surrounding land; whole portions of the highlands sank down and formed bottoms of new oceans. To-day the earth has become comparatively quiet and sober; the volcanic forces seem to be limited to a few small places on our globe; the water plays the most important part in the present changes on the earth's surface. To-day it is at work, as it has been for millions of years, disintegrating and eroding the part of the crust which is out of the water and depositing the material in the bottom of the seas. What will become of our earth if this work goes on for untold ages?

The rocks are sometimes classified into unstratified and stratified rocks. The unstratified rocks are for the most part solidified portions of the once molten mass of the earth, not yet changed by water, or, may be, once changed and worked over again in the volcanic cauldron. Is it necessary to say that all stratified rocks (with so few exceptions that to mention them is scarcely necessary) are formed by the action of water and were deposited under water? If we should walk on a ledge of sandstone, or on a stratum of limestone, or shale, or slate, if it were 10,000 feet above the present seas, we should know we were wandering upon an ancient sea bottom.

Take a piece of sandstone and try to trace back its history. Its quartz grains were probably once part of a proud granite rock that reared its head towards the skies. Air and water worked at the softer feldspar until it crumbled into dust and the rain or melting snow carried the loose material down the mountain sides into a stream, a creek, a river, into the sea. The sharp grains of quartz, tumbled and buffeted about, became broken and rounded, the larger pebbles were landed near the beach, the finer ones were carried farther into the sea, while the fine mud into which the feldspar was changed, is carried far out by the currents and settles slowly in the distant depths of the ocean. The mica also light and floating, leaves some of its glittering scales among the fine sand and mixes the rest with the mud. Let these sediments be solidified by the cementing process for which the ingredients are found in the sea water, let them be lifted above sea level by subterranean powers, and we have our pebble rock, our sandstone, from coarsest to finest, and our clay rock or shale. On some of these the coral polyps may have built a reef of limestone.

May these suggestions give food for thought to teachers who want their children to get interested in the mineral kingdom, the kingdom which forms the basis for

the other kingdoms. Teachers who desire further light in this work may find it in "First Lessons in Mineralogy," by Miss Ellen Richards, "Common Minerals and Rocks," by W. O. Crosby, "Geological Excursions," by Alex. Winchell, or "Course of Mineralogy for Young People," by the author of this article.

#### A LESSON ON THE SPIDER.



FRANK is having a good time watching the spider web in the corner. Let it be, Frank, and we will study it. The spider has been busy over night and the janitor overlooked the web this morning.

Who knows how a spider makes her web? "She spins it." Yes. When she wants to build a house she does not send for the carpenter and pay a great deal of money for lumber and brick. Mark, if you were going to build a house what would you do first? Yes, you would "find a good place." This is just what the spider does. After she has found that she presses the end of the little tube she spins with, and out comes a little drop of glue which sticks to the wall or leaf. This is the corner-stone of the spider's house. Then she lets herself drop, and the glue spins out in a number of fine streams which turn into silk-like thread. You may go to the corner and look at the web if you like. Some one tell me how it is made? "There are straight threads, then a lot more that run round and round." Yes, this web is shaped like part of a wheel. What shall we call the long straight lines? They do look "like the spokes of a wheel." The right name for these spokes is rays. The spider spins the rays first, pulling each one to see if it is strong. Then she spins a thread, "round and round," as Kate said, from ray to ray till the whole web is done.

The spider uses two kinds of silk in her web. The rays are made of smooth silk, while the silk that goes around is sticky with glue, so that the lines will stick to the rays. Look sharp at our web in the corner and tell me something about it.

"The lines are nearer together in the middle."

Yes, if we had been here when Mrs. Spider began her web we should have seen that she began to spin at the outside line. Did you ever see a spider's nest? When you see a web you may be sure that there is a nest near by. The spider has a line from her house to her nest. What shall we call this line?

"The spider's telephone."

That is good, Jennie! The spider sits in her nest, with her claw on the line. When the line shakes, she knows that some unlucky fly has walked into her parlor, and she gets it and takes it to her nest to eat it. She need not carry a basket when she does her marketing, for she wraps some silk web about her dinner, and carries it home very easily.

The spider's nest is shaped like a ball. The eggs are very soft at first, but they soon grow harder. When the baby spiders come out of the egg the mother feeds them very carefully till they are big enough to take care of themselves. The spiders in our web are quite large. Look at them carefully; you see they are not so pretty as the old one. Ethel laughs, but the people who watch insects a great deal find beauty even in spiders.

Some day I may tell you about some very queer spiders. There is one kind that builds a raft; one that can dive; and one that runs on water, and several other queer kinds.

(The story of Robert Bruce and the spider may be read in connection with this lesson.)

#### WHERE PLANTS STORE UP FOOD.

By ANNA JOHNSON.

In order to live and grow, what must we have every day and usually do have three or more times a day? When we go on an excursion or picnic, with what do we provide ourselves?

What is the squirrel doing in the fall? Why does he store nuts and acorns away?

What are the bees busy about all summer? Why do they make so much honey?

Before the caterpillar makes his cocoon, what is he very busy doing? The large quantity of food he takes is in preparation for his weeks of sleep that are to come.

Do you know what animals sleep all winter? We say they hibernate. Do you know how they look before they go into their winter quarters? And how they look when they come out? Instinct teaches them to eat enough before they hibernate to last through the winter.

Before the camel goes on his desert journey he eats sufficient to last him a week. Why does he do it? Where does he store it?

Now, plants have a sort of instinct too to provide for the future, and where do you suppose they store food away? Do they need to do so? Let us see.

We enjoy plants because they give us what? "Flowers?" Yes. "Fruit?" Yes. When we want to make new plants, what do we put into the ground? What seeds are also useful for food?

To make flowers, fruit, and seed the plants need a great deal of strength. It takes strong, healthy plants to give us nice flowers, good fruit, and productive seed.

Some plants do not get enough strength the first year to blossom. It takes trees many years to become strong enough and to get sufficient food to make fruit. But if they could think and talk they would tell us just what they were doing all the time; that they were busy storing away food so that they could make flowers, fruit, and seeds.

(Present to the class fleshy roots, such as the turnip, parsnip, radish, beet, etc.) Where do you think these fleshy roots would tell us they had been laying up food?

(Show bulbs.) If we put these bulbs into the ground, what will they do? They have no roots; how can they grow and make them?

What will feed them? They have enough food stored up in the bulbs to start them.

Show seeds, such as the bean, corn, peas, etc. How about the seeds? If we plant them what will they do? Where is the food that will start them?

Some trees and plants blossom very early in the spring, before the plant has time to get much nourishment or food from the ground. Where was food stored away for them?

(Show pictures or drawings of roots of trees and enlarged buds and stems. These are the storehouses of the early blossoms.)

(Show the potato.) What part is planted? What is cut with the eye? Why? Then the potato has food stored in it. What part of the plant is the potato? What we call eyes are really buds, and buds grow on what part of the plant?

Then we have learned that plants store up food in their roots, stems, bulbs (which are only thickened stems), and seeds.

If animals and plants are so thoughtful for the future, what lesson do they teach us?

We do not need to store up material food in our bodies, but we do need to save material things for the future. But in our minds we may continually store up knowledge which will be of great service to us in after years. It is for that reason we come to school to learn. Then let us be as thoughtful and wise as the animals and plants.

#### THE NUMBER FOUR.

(Report of a lesson given in a fifth grade class at primary department No. 40, Miss C. C. Wray, principal.)

The teacher covered the blackboard with groups of four lines in different colored chalks (1111), the pupils adding, as she placed the groups. "Four, eight, twelve," etc., to 60.

II. The teacher placed the figures after each group (1111), the class adding.

III. Adding in decades, given irregularly (pointing): 4+8? 24+4? 44+4? 12+4? 22+4? 32+4? 52+4?

IV. Bring me the box of spools. (Spools given out by twos.) How many spools? "Two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen, twenty." How many are there here? (Two's grouped.) "Four." Count. "Four, eight, twelve, sixteen, twenty." How many fours are there just here? "One four." How many here? "Two fours." How many are two fours? "Eight." How many are three fours? How many are four fours?

V. Columns of fours written on the blackboard; class add, teacher pointing irregularly.



## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

## BUYING BOOKS.

(Two or three small tables with a number of books piled on them represent a book-store. There should be a clerk and three girls buying books.)

May (looking over the books).—Girls, do tell me what to get for cousin Anna's birthday present? She is such a book-worm that I suppose it must be a book. Her house is full of them, and I can't see what she wants of any more.

Amy.—Why don't you get her a handsome illustrated book. Let's ask the clerk to show us some.

Clerk.—Would you like to see some gift books, ladies? We have a very fine line of them. Here are Doré's Bible Gallery, Milton's Paradise Lost, and Dante.

May.—Oh, goodness! I don't want any of those gloomy books. They make me shiver. When I read I like some thing funny.

Clerk.—Perhaps you would like something of Mark Twain. We have all his works.

May.—I don't like him. I've read his "Adam Bede" and it wasn't funny.

Sarah.—O May, he didn't write it! That is one of George Eliot's novels.

May.—What difference does it make? What shall I get for Anna?

Sarah.—Why don't you get her one of the new novels?

May.—Anna never reads novels. She likes poky books.

Sarah.—I thought you wanted something funny. Here are a lot of poky books if you want them.

May.—Ugh! ain't they horrid? Huxley and Spencer, and all such things! (To the clerk.) Have you "Tom Brown at Oxford"?

Clerk.—I think I have just one copy left. (Handling all the books over.) Yes, here it is. It is a very interesting book, ma'am, a great favorite with boys.

May.—I forgot that it is a boy's book. It won't do, for I want a present for a young lady.

Clerk.—I am sure that I can suit you. We have a very fine line of poets—Longfellow, Tennyson, Lowell, Browning, etc. (Fills his arms with books and brings them to May.)

May.—I don't know but I ought to get Cousin Anna a religious book; she is always going to church. Have you any books of that kind?

Clerk.—O, yes; a fine lot. Something in the line of theology will be what you want, I think.

May.—No, I don't believe I want any musty theological books. Have you any nice biography? (To Amy.) Anna is very fond of biography.

Amy.—Yes, I know she is. Here is "Miss Alcott's Life and Letters." It's lovely?

May.—How do I know but what she has it? I would rather get something else.

Clerk.—Here is a new book, "The Life and Work of Darwin."

May.—Let's see, he was the man who thinks we are descended from monkeys, wasn't he? Humph! I know better than that.

Sarah.—Come, May, do take something! I am ashamed to stand haggling here all day. The poor clerk must be tired.

May (with dignity).—I don't see why I should buy something that I don't want, if he is tired. I've half a mind to wait and ask Cousin Anna what book she wants.

Amy.—Then it would be no surprise.

May.—That is so. Perhaps I won't get a book at all. Come to think of it, she's very fond of pictures. Let's go to the art store across the street. Yes, I think I'll get her a picture. (All go out.)

## A DISAPPOINTMENT.

"I wish," said lazy little Paul,

"O how I wish that I,

Instead of climbing this stone wall,  
Straight over it could fly!"

But when old "Brindle's" crumpled horns

Had tossed him from the ground,

And o'er the wall, upon some thorns,

A resting place he found,

His views completely altered seemed;

And trying not to cry  
He gasped, "I'm sure I never dreamed  
How horrid 'tis to fly!"

—Wide Awake.

## LESSONS IN SHORT-HAND.—XI.

By ELDON MORAN, St. Louis, Mo.

In every respect it will be observed that the pen and pencil differ from each other. The question as to the merits of each for reporting purposes has been discussed to a considerable extent by members of the profession. Those reporters who employed a pencil while learning, never afterwards giving the pen a fair trial, of course regard the pencil with the greater favor. Of those who have fairly tested both, the majority prefer the pen. The advantages of each may be seen from the following comparison:

1. Pen work is permanent; pencil writing fades in a few years.

2. Notes taken with the pen are black and easy to read; pencil writing is hard on the eyes, and for this one important reason a pencil should be used as little as possible.

3. Writing with a gold pen, which is a yielding, sensitive instrument, is much less fatiguing than manipulating a pencil, which is stiff and inflexible.

Proper names are so numerous that a vocabulary of them could not well be memorized; and this would be unnecessary, since the practical writer may readily invent sufficiently intelligible outlines for the most diffi-

## VOCABULARY.

Able-to	7	Cannot	2-1
According-to	7	Care	2-1
Acknowledg-	7	Change-d	2-1
Advantage	7	Chapter	7
After	7	Character	7
Afterward	7	Children	7
All	7	Christian	7
Almost	7	Circum-	7
Already	7	stance	7
Always	7	Collect	7
An	7	Come	7
And	7	Common	7
Anything	7	Company	7
Appear	7	Conse-	7
Appearance	7	quence	7
As	7	Consider	7
As-has	7	Constitution	7
As-it	7	Construction	7
Astonish-ed	7	Conven-	7
At	7	ience	7
At-all	7	Correct	7
At-any-rate	7	Danger	7
At-first	7	Dark	7
At-length	7	Dear	7
At-once	7	December	7
Be	7	Degree	7
Because	7	Deliver	7
Become	7	Derive	7
Before	7	Describe	7
Behind	7	Determine	7
Behold	7	Did-not	7
Belief-vo	7	Differ	7
Belong	7	Difficult	7
Better-than	7	Doctor	7
Beyond	7	Dollar-s	7
Brother	7	Do-not	7
But	7	During	7
Call	7	Each	7
	7	English-	7
	7	language	7
	7	Equal	7
	7	Especially	7
	7	Essential-ly	7

cult of them. The halving principle, circles, loops, and other adjunctive signs should be employed more sparingly than when writing common words.

The learner who always cultivates a compact style of writing will in the end be both more rapid and accurate. By compactness of style is meant that the characters be written not only small, but closely together. The handwriting of most all beginners is too large and sprawling.

## EXERCISE.

1. Liars should have quick memories. 2. Four eyes see more than two. 3. It is unwise to sing triumph before victory. 4. A fox with a straw tail is afraid that it will catch fire. 5. The shovel makes game of the poker. 6. To a person baking a pie you may give a piece of your cake. 7. Such things must be if we sell ale. Too many cooks spoil the broth.

By his by many by that by you by which many by which you for if if they in anything many times with each some may take the case think this which is as that for his advantage he has never I know that I like in effect in his in that day is it is it so is it his is it you long way many have may also no knowledge say so so be it so would was right all is.

## IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.



ALEXANDER III., CZAR OF RUSSIA.

Alexander III., czar of all the Russias, and head of the Greek church in his dominion, is a living illustration of the old saying that "uneasy lies the head that wears a crown." Since the unhappy fate of his father, Alexander II., who was mortally wounded in 1881, by a bomb thrown at him in the street, he has maintained his existence, but has had several narrow escapes.

Alexander was born in 1845, proclaimed emperor March 14, 1881, and his coronation was celebrated with great magnificence in 1883. In 1866 he was married to Marie Dagmar, daughter of Christian IX., king of Denmark. His reign has been marked by the extension of his power to the south, the stern measures toward the Nihilists, the march of Russians eastward into central Asia, the building of a railway from the Caspian sea to Merv, the expulsion of the Jews, and the pushing of Russian outposts to the Afghan frontier.

## THE EASTERN QUESTION.

What troubles European diplomats most just now is the so-called "Eastern question," which appears to be nothing more nor less than the determination of Russia to push her claim southward, obtaining full control of the Black sea and an outlet for her ships into the Mediterranean. Her schemes for the aggrandizement of the Black sea were temporarily checked by the war of 1854-5, in which England, France, and Sardinia aided the Ottoman empire. By the treaty of Paris, Russia lost her influence in this sea, but she has been steadily regaining it and now Turkey appears to be falling into her power.

Besides the Russian autocrat's love of power, and the commercial necessity of having an outlet southward, there is a religious reason for these aggressions. A recent writer says: "When Constantinople fell into the hands of the Turks (in 1453) the prince of Moscow, the czar of all the Russians, felt himself the heir and the avenger of the Byzantine empire. This idea fills to this day the hearts of the Russian princes and the Russian people as a duty and an ambition, and there is only one means of keeping them away from Constantinople, the Dardanelles, and Asia Minor—namely to make the king of Greece emperor of Byzantium."

The professions of friendship between France and Russia, and what is known as the "Dardanelles incident" (the passage of Russian ships, said to be warships through this strait), have made the statesmen very uneasy, especially in England. If Russia has free range of the Mediterranean she and France may aspire to control the commerce of that sea. In case trouble arose Russia might close England's passage (the Suez canal) to India. Viewed in this light Russia's recent actions seem very alarming.

## THE CZAR'S DOMINION.

Alexander's empire is the largest in the world. It comprises about one-sixth of the firm land on the globe and stretches from Bering sea to the Baltic and from the Arctic ocean to Turkey, Persia, the Chinese empire, and other countries on the south. Within this area, a large part of which is composed of vast plains, live 110,000,000 people, of 100 different nationalities, and speaking 40 different languages. They are engaged in farming, manufacturing, and commerce. The cold dry winds sweeping across the Siberian plateau cause a very low temperature. Even in the Crimea the warm temperature in winter is below the freezing point, while in the great central region from Moscow to Archangel the thermometer often registers from 20 to 30 degrees below zero. Great quantities of wheat, rye, corn, potatoes, hemp, and flax are raised. The people are un-



used to machinery and most of the agricultural methods are very crude. Many of the peasants are wretchedly poor, and just now are suffering from a famine on account of the failure of the rye crop. They would be much better off if they were not taxed to support the czar's standing army of a million men. If war should come he could muster three million.

**DEATH OF EX-PRESIDENT GREVY.**—Francois Jules P. Grevy, ex-president of the French republic, died at Montsou-Vaudrey, Sept. 9. His father was a farmer there. Young Grevy attended the college of Poligny and afterwards studied law in Paris. He sympathized with the opponents of Louis Philippe, whose overthrow brought him a government office. Next he became a leader in the Constituent assembly. He opposed Louis Napoleon, and his schemes and on the advent of the empire was punished for his republicanism by imprisonment at Mazan. Grevy foretold the ruin of Napoleon. After the war of 1870, he was made president of the republic, and defended it ever against the attacks of royalists. He retired in 1873, and was again made president in 1879, resigning in 1887.

**A CHANGE AT HONOLULU.**—That the death of a member of the royal family, even in a small island kingdom, is an important event has just been shown. John Dominis, the prince consort of Queen Liliuokalani, was an American and favored this country while the queen sympathizes with Great Britain. On account of his death, therefore, our government thought it advisable to send the *Pensacola* to Honolulu to look after American interests. England could make of Honolulu the Gibraltar of the Pacific, a plan which our government will of course oppose.

**WAR IN THE CAROLINE ISLANDS.**—A battle took place between native and Spanish troops on Ponapi. One of the five tribes of that island is strongly opposed to the Spanish rule. The latter threaten to destroy the people if they do not submit. Peace, for the time, has been restored.

**GRAIN COMING EAST.**—One of the results of the great grain yield in the West was the blocking of all the yards in Kansas City with loaded cars. These were sent east as fast as possible. The railroads are sending the grain to Chicago so fast that there is very little danger of a shortage.

**OUR MONEY.**—As will be seen by a late statement of the secretary of the treasury, the money in circulation represents only a very small part of the wealth. Now there is only \$32.83 for each person; there was \$14.06 in 1860, \$32.16 in 1865, \$18.73 in 1870, \$16.62 in 1878, and \$34.39 in 1883.

**SWITZERLAND'S ANNIVERSARY.**—The Swiss republic is nearly five hundred years older than ours, for the sixth hundredth anniversary of that nation was celebrated in New York, Sept. 5, 6, and 7. Tableaux were given showing Tell shooting the apple from the head of his son at the command of the tyrant Gessler, and Arnold von Winkelried, making a way through the Austrian ranks by gathering their spears to his breast and shouting, "Make way for liberty." In spite of the fact that these stories are thought mythical by many they arouse the enthusiasm of every Swiss.

**FRANCE AND GERMANY.**—The French were angered by the celebration in many parts of Germany of the twenty-first anniversary of the battle of Sedan, at which Napoleon III. with an army of 90,000 men surrendered to King William of Prussia, and the fall of the second empire was an accomplished fact. There was considerable war talk in Paris.

**CHILD KILLED BY AN EAGLE.**—During a short absence of an Indian woman, at Sault Ste Marie, Mich., from her hut, an eagle swooped down and tried to carry away her three-months-old child. The bird dropped it from a height of about ten feet, but returned for it. The mother attacked the bird, which fought her. It was finally shot.

**THE MISSISSIPPI'S SOURCE.**—A second Glazier expedition to the head waters of the Mississippi river returned to Park Rapids, Minn. The party still claim that Glazier's lake is the real source of the Mississippi. They say it covers an area of 255 acres, and is connected with Lake Itasca by a creek about 1,100 feet long.

**EASTWARD FROM CHINA TO ENGLAND.**—A British regiment returning to England from China is to make the trip eastward by way of Canada. This will be the first practical test of Britain's new military highway to the East across her American possessions, and the result will be looked for with great interest. Great Britain expects this route to be of enormous value in case of trouble in India and of the Suez canal being blockaded.

**EXPLORING AUSTRALIA.**—An expedition has been sent into the interior of Australia to complete in its broad details the mapping of the continent. An attempt will be also made to solve the mystery of Dr. Leichhardt, one of the greatest of the early explorers of Australia, who has never been heard from since he disappeared from view on his expedition into the far interior in 1848.

## DISCOVERIES, INVENTIONS, ETC.

[In this department will be found a record of what is being done in the fields of science, industry, exploration, etc., for use in the school-room.]

### STRANGE QUARTERS OF THE GLOBE.

A visitor to Labrador says that from Rigolet they sailed up lake Milville ninety miles, directly into the interior of the peninsula. It is during a sail up this lake, or some similar inland water, that one gets the true idea of the Labrador peninsula. Soon after leaving the bleak and barren coast lines, cooled by the arctic current, one comes upon a luxuriant vegetation of trees and plants which seem almost to mark a different zone from that of the coast. A tribe of mountaineer Indians was found here. They come down from their mountain homes in the spring to dispose of the pelts they have collected. At Indian Harbor the fishing industry is carried on very successfully. A settlement of 150 Esquimaux was found at Hopedale. These, though civilized, still cling to their ancient implements. The kayak, or boat, is made by drawing skins of the seal over a wooden frame about twenty feet long and three feet wide, leaving a hole about two feet in diameter for the Esquimaux to enter the boat. The kayak, which weighs about 100 pounds, is propelled by a paddle ten feet long and two inches wide, having a blade at each end. The "grip" has just reached Labrador, and it was reported at Nain that the Esquimaux were dying so fast that they could not bury them.

In regard to a recent paragraph relating to "Robinson Crusoe's Isle" a correspondent says: "It was demonstrated more than ten years ago that the island of Tobago, not Juan Fernandez, was the scene of Crusoe's shipwreck and enforced hermitage. Crusoe was a fact, not a myth. His name was Kreutznaer, and he was the supercargo of a vessel in the South American trade. His narrative of the wreck shows that Juan Fernandez could not have been the island. Alex. Selkirk, a mutinous Scotch sailor was put ashore at the latter place."

### PREPARATIONS FOR THE WORLD'S FAIR.

The Fisheries building at the Columbian exhibition has been called "an architectural poem." It is composed of three parts, a main building 365 feet long and 165 feet wide and two polygonal buildings, each 133 feet six inches in diameter, connected with the main structure by two curved arcades. The quadrangular first story of the main structure is surmounted by a great circular story capped with a conical roof. A graceful open turret crowns this roof and four smaller towers spring from and surround the base. The general design of the whole structure is Roman in masses with all the details worked out in a realistic manner after various fish and marine forms. The main building will contain an exhibit of the various appliances used in fishing in all countries and all times. In the western building will be all the appliances used in angling. The eastern wing will have the aquaria in which will be exhibited all marine and fresh water fishes. The exhibit ought to be interesting from the fact that fishing was the earliest industry of the new world, dating from the period of the discovery of America by Columbus.

Many interesting relics from San Domingo, where Columbus landed will be exhibited. Among these is the first church bell that ever rang out in the new world. It was presented to the colonists by Queen Isabella. There is also an exact reproduction of the cross which Columbus raised immediately upon landing. In this collection are fac-similes of the doors which close the cells in which the bones of Columbus repose; also an anchor, supposed to have been lost by Columbus when his ship went to pieces at San Domingo on a subsequent voyage.

There will be a fine display of Mexican needle-work. It will include curious and beautiful embroidery in silver and gold for the gorgeous sombrero, without which no Mexican horseman is perfectly equipped.

The effort to have a tribe of African pigmies exhibited at the exposition is pretty certain to succeed. Tippoo Tib has given his consent and the consent of the king of Belgium, which also is necessary, can easily be obtained, it is believed.

The managers of the great naval exhibition at Chelsea, England, have consented to allow the model of Nelson's ship, the *Victory*, to be transferred to the Columbian exposition.

### THE NEW SILVER CERTIFICATE.

The new \$2 silver certificates, the first proofs of which have been made, are very handsome. In the middle of the face is an oval portrait of Secretary Windom. The rest of the design consists of the conventional legend gracefully drawn in lettering, with a figure 2 in each corner. The back is a wonder. Nothing so elaborate in geometric lathe, which is the despair of the counterfeiter, has been produced hitherto in the manufacture of paper money in any country of the world. The counterfeiter could procure a geometric lathe, but then he would find it next to impossibility to reproduce the complicated concentric and eccentric devices on the reverse side of the United States note. They can only be reproduced by arduous engraving by hand. Two stripes of silk fiber each about as wide as one's thumb run across the new bill.

## CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

1. When parsing the sentence, "The boy saw a horse," what sounds of *a* and *the* shall be given the adjectives?

2. Will you occasionally suggest questions for debate in your journals?

3. What books would you suggest for the use of teachers who teach the youngest in the primary grade in teaching geography, grammar, history, and arithmetic?

4. What city is known as the "Imperial City"? 1. I do not think *a* and *the* need any "parsing." They are understood, once for all, to be always the same part of speech and no harm will ensue by letting them alone. I would never detach them from the accompanying noun; if they are pronounced in connection with the next word, as in speaking naturally, the right sounds of these puzzling letters settle themselves.

2. The silver question, and the reciprocity scheme, are timely subjects for discussion if the pupils are old enough. When everything else fails there is always this question to be settled: "Why are not men and women paid the same salaries for doing the same kind of work in teaching?"

3. A teacher in the "youngest primary grade" does not need any text books. Do you not make a mistake in mentioning geography, grammar, history, and arithmetic in connection with these grades?

4. Rome is known as the "Imperial City."

Please write in the columns of THE JOURNAL the names of all the prominent American poets living. M. M.

Whittier,	Holmes,
Bret Harte,	Walt Whitman,
E. C. Stedman,	Joaquin Miller,
Jas. Whitcomb Riley,	Celia Thaxter,
Edith Thomas,	Ella Wheeler Wilcox,
	T. B. Aldrich.

What would you advise as the best way of ruling slates for the beginners in writing in the first year of school? J. E. D.

This is a matter in which such difference of opinion exists that we should be glad to have some correspondence from experienced teachers on this subject.

Will you give me the different parts in the composition of alcohol and tobacco? SUBSCRIBER.

### Composition of Alcohol.

$C_2H_6O$ .

Two parts, by weight, of carbon, six of hydrogen, one of oxygen.

### Tobacco.

The principal composition is the same as that of most plants; water, woody fiber, chlorophyll, etc, but the active principle is nicotine, a vegetable alkali.

Formula,  $C_{10}H_{14}N_2$ ; or 30 parts, by weight, of carbon, 14 of hydrogen, 2 of nitrogen.

Besides there are volatile oils as in the tobacco leaf, which aid to give it its characteristic taste and odor. The amount of nicotine present in tobacco varies from 2 to 8 per cent.

Pittsburg, Pa.

GUSTAV GUTTENBERG.

Suppose one comes into the room. I merely get a glimpse of a human form and ask this question, "Who is it?" and the answer comes, "It is Benjamin Harrison." Now what is the gender of it in these two sentences? O. A. M.

1. In the first sentence "it" stands for something unknown and hence the rule that "a pronoun must agree with its antecedent in gender, etc." is not applicable. This comes under exception first, Rule 10, Brown's Grammar of English Grammars, p. 550, which says that "when a pronoun stands for some person or thing indefinite, or unknown to the speaker, this rule is not strictly applicable."

2. In the second sentence the rule is applicable. Benjamin Harrison is the antecedent, the gender of "it" is masculine. Obs. 13, p. 553, says, "The pronoun 'it' often precedes the clause or phrase which it represents."

What is the meaning of Oklahoma and how is it pronounced? How also do you pronounce Cimarron the name of a river? W. B.

The teachers of Oklahoma in convention voted that the correct pronunciation was Oke-la-ho-ma both o's long. The name means red land (Okla, red; homa, land.) Cimarron is pronounced Sim-ar-roane.

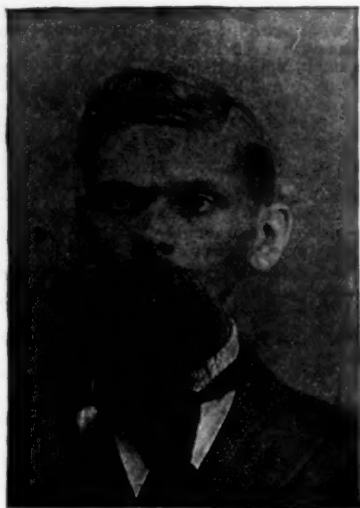
For the information of J. G. O. in THE JOURNAL of August 15, I briefly state, that the examinations in California are controlled in each county by a board of examiners.

It is optional with county boards to grant certificates to holders of normal diplomas; i. e., state normal. If J. G. O. holds a state normal diploma she would not be required to pass an examination by a single Co. B'd., in this state. West Point, Cal. E. M. P.

Dyspepsia, headache, indigestion, loss of appetite, are cured by Hood's Sarsaparilla. Try it.



## THE EDUCATIONAL FIELD



PROF. LUDWIG W. BUCHHOLZ.

PROF. LUDWIG W. BUCHHOLZ is a native of Germany, where he was born in 1855. Graduating in 1875 at one of the best normal schools in his native land, he followed his profession with eminent success for several years until he came to our shores in 1880. Landing in Tampa Fla., he bought land in Bloomingdale, Hillsboro Co., and settled down as he supposed to an agricultural life. By a concurrence of events, he was called to fill out the unexpired term of the county superintendent. Entering upon his duties under peculiarly adverse and trying circumstances and amid difficulties of a most discouraging character, he nevertheless took hold with such zeal and determination, and showed such remarkable aptitude for his work, as to commend himself to the confidence and appreciation of the people. As a consequence he was elected to a second term of office by a majority that was well-nigh unanimous. His salary was also raised at once by the county board of public instruction from \$300 to \$800, and then to \$1,200. Since then he has devoted himself untiringly to his work, laboring with such zeal and enthusiasm, amid great ignorance, prejudice, and opposition, as to inaugurate an entirely new era in educational matters in Hillsboro Co. And his influence is extending all over the state. His schools are widely known, his teachers greatly sought after, and his methods being gradually adopted. His normal school already ranks high, and is growing in popularity and efficiency every year.

His methods, no doubt, are in many respects similar to those of other advanced and progressive teachers, but these things may be particularly characterized as being very prominent:

1st. *Great stress is laid on the systematic training of the senses* so as to secure their correct and harmonious development. The effort is made to cultivate a close and careful observation by these senses so as to obtain correct ideas of what we see and feel and are brought in contact with, and also to obtain the capacity for the correct and proper expression of these ideas in words.

2nd. *Moral training, i. e., not denominational or sectarian, but religious*; the cultivation of a deep underlying principle of religion as a ruling principle in action; the formation and development of character, training the heart as well as the head, so as to secure an earnest and conscientious thoroughness in all we do in life.

3rd. *Infusing a love for teaching* and an enthusiasm in it—not as a profession merely, but as a vocation of the highest and noblest character, and a vocation invested with the most serious and solemn responsibilities, yet at the same time attended with the greatest rewards. Consequently the teachers who go forth from his institution, with the stamp of his spirit upon them, are earnest, conscientious, and effective teachers, and filled with an intense enthusiasm for their work.

ABOUT one thousand teachers assembled at the state teachers' association of Missouri, held at Pertle Springs, (Warrensburg), Mo. The next meeting of this association will be held at the same place in June, '92, with W. H. Hawkins, of Nevada, president.

The state training school was held at the same place in June and July with an attendance of 320. This school

was held under a recent law providing for the establishment of a state training school to train and license institute conductors. Under the same law a month's institute was held in each county for the first time in the history of the state.

Of the necessity for sound health in the school-room, Caroline B. LeRow writes in the *Ladies' Home Journal*: "There, not only the physical, but the nervous and mental forces are taxed to their utmost. The young graduate has hitherto gone to school to sit comfortably at her desk; to stand occasionally for recitations; to use her voice but little; to have constant variety in her work; to enjoy her recess with perfect freedom and in congenial companionship. As a teacher she goes to school to stand upon her feet all day long; to use her voice incessantly—perhaps, too, in a large room filled with the tumult of the street; to keep noisy, and, very likely, rebellious and disobedient, children not only quiet, but interested, and to spend the recess in care of them in the halls and the yard. Besides this she is to stimulate their brains, and a certain amount of time—usually prescribed by a board of education, the members of which know little of the capacity and possibilities of the youthful mind—is allotted her, in which she must, somehow or other, succeed in teaching them a certain number of facts—no allowance being made for the slowness, stupidity, or disorder, which increases the friction of the work and delays the doing. No matter how complete the education, or how enthusiastic the spirit, the power for physical endurance is absolutely necessary."

DR. Z. X. SNYDER, of Indiana, Penn., normal school, has accepted the principalship of the Colorado normal school at Greeley, at a salary of \$5,000. This school is said to be the most liberally endowed state normal school in the country. Its maintenance will be supplied by one-fifth of a mill tax on each taxable dollar in the state; the income last year amounted to \$41,000. Dr. Snyder announces that, "it will be a pedagogical school in its widest sense." The completion of the common school course will be followed by a four years' course at this school which will entitle the graduate to the degree of Bachelor of Pedagogy. This will be succeeded by a two years' post graduate course which will confer the degree of Master of Pedagogy. There can be but one opinion of the wisdom of the choice of Dr. Snyder for this work, with its large possibilities of future growth and usefulness.

PROFESSOR DE GARMO, of the Illinois state university, has entered upon his duties as president of Swarthmore college, and successor of President Magill.

This gentleman was born in Wisconsin in 1849, being now forty-two years old. His early education was obtained in the common schools of his native state. Later he entered the state normal university of Illinois, by which he was graduated in 1873. For ten years from that time he was connected with the public schools of Illinois, acting for three years as principal of the schools of Naples, Ill. In 1883 he went abroad with his wife, and studied for three years in the celebrated German universities of Jena and Halle, obtaining the degree of Ph. D. from the latter institution in 1886.

Returning to America, the professor joined the faculty of his alma mater, the state normal university of Illinois, filling the chair of modern languages. This he held until the early part of this year, when he was called to the chair of philosophy and pedagogics in the state university at Champaign.

President De Garmo is a gentleman of splendid physique and address, a thorough scholar, and well endowed with executive ability.

THE Rev. William O. Thompson was recently inaugurated president of Miami university, at Oxford, Ohio. The inaugural address was delivered by the Rev. Dr. Henry MacCracken, chancellor of the University of the City of New York.

MISS ALICE STONE BLACKWELL has been elected a trustee of Boston university. This is as much a compliment to the university as to the lady, who is herself a graduate of that institution and possesses a clear judgment and keen intellect.

TEXAS correspondence informs us that Pres't. Joseph Baldwin, for ten years past president of Texas state normal, was elected professor of pedagogy and history of education in the state university. Hon. H. Care Pritchett, state superintendent of public instruction was chosen his

(Mr. Baldwin's) successor and Mr. J. M. Carlisle, ex-superintendent of schools, Fort Worth, was appointed state superintendent of public instruction. These several elections and selections give great satisfaction in Texas. It is a matter of pride that this state has been among the first to establish a chair of pedagogics in her state university.

THE *Youth's Companion* gives the argument of an old German poem, which paid little regard to United States geography, as follows:

"Under a palm-tree on the shore of Lake Erie the hero is devoured by an alligator. The heroine, hearing of his fate, rushes from her home in the Everglades of Florida on the banks of Lake Superior, captures the alligator, extracts the hero's body and buries it with magnificent pomp in Greenwood, in the city of New York in the state of St. Louis."

An elementary geography class will find good busy work in straightening this out.

COUNTY Supt. Blatterman, of Mason Co., Ky., is evidently doing an excellent work. In his opening address at the Mason county teachers' institute he said: "Each child committed to your care is an individual charge to be treated with your best skill." (Once the charge was, "make them get their lessons well;" now it seems pedagogical skill is recognized.) Prof. Swift advised the teachers to study psychology (where is that Western state superintendent who derided the incoming of the "craze" to study psychology). Prof. Swift also advised the use of the molding board in geography. This institute shows that even in Kentucky the old is passing away. Success to Mason county!

MISS MARY SCHILLER, a grand niece of the poet, has been chosen a commissioner to South America by the World's Fair Committee. Beginning as a school teacher in Pittsburg, she earned the money for a three years' sojourn abroad, where she fitted herself to teach languages. On her return she obtained a place to teach in Washington, and by her intercourse with the South American legations there, acquired the knowledge of their language and literature that fits her for her present position.

THE summer school of methods at Des Moines, Ia., has just closed its annual session. County Supt. Saylor, of Polk Co., Iowa, projected this enterprise four years ago and every session has been crowned with a most gratifying success. Dr. E. E. White's work this season has been accepted with enthusiasm and with the addition of the good local talent, with which Des Moines is unusually well supplied, there has been a most profitable season for the Western teachers.

MISS CHARLOTTE HIGGINS carried off the honors at the entrance examinations at the University of London. This Scotch girl, twenty years old, stood at the head of more than sixteen hundred students who passed their examinations, but recognized her superiority over them all. It isn't at all strange that some women should be smarter than a great many men. It always has been so and it always will be so. There is no sex in talent.

DR. EDWARD BROOKS, who was last spring elected superintendent of the Philadelphia schools, has entered upon the active duties of his office. He spent the summer studying the schools of Europe.

MR. J. H. VAN SICKLE, for many years principal in the Denver, Colorado, schools, has just been elected superintendent of the North Side public schools of that city at a salary of \$2,500.

SCHOOLS of all sorts for all conditions of men and women are being established all over the world. For example, a government "Young Ladies' Telephone School" has recently been established in San Salvador. But it seems to be poorly supported because it is not considered at all good form by the ladies of Salvador to work. The press of that country "goes for" these young people in unequivocal language and calls upon them "to lay aside their silly prejudices and enter into a wider field of action, which is far preferable to the life they are generally brought up to in this country."

A SCHOOL inspector asked the class the question, "What is a statesman?" After a little hesitation one of the boys stood up and answered, "One who makes speeches." "Not bad," said the inspector, smiling encouragingly, "but not quite right. For instance, I make speeches, but am not a statesman." Another moment's hesitation, and then the boy said, "One who makes good speeches."



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE PRINCIPLES OF AGRICULTURE FOR COMMON SCHOOLS.** By I. O. Winslow, A. M. New York, Cincinnati, and Chicago: American Book Company. 1891. 152 pp. 60 cents.

It is a new thing to have a text-book of agriculture for common schools, yet there are many facts in science that should be learned in these lower institutions. Teachers are realizing that the child should not wait for high school or college before beginning the study of science; in that case many of them would wait in vain. The time to begin is early, when the senses are alert. There is nothing in this text-book that could not be understood by an ordinarily bright child of ten or twelve years, and it includes subjects that will stimulate their observation and help them in numberless ways. There is a chapter on the substances of the earth describing the elements usually found in the soil and the chemical and physical properties of matter. The chapter on land and water brings in a great deal of elementary geology, and that on the atmosphere gives in a condensed shape what is known about the air we breathe. The structure of plants has a short but thorough treatment, and then come chapters that relate specially to farming, on fertilizers and cultivation. Of no less value is what is said in the chapter on animals. Each chapter has review questions relating to it, and at the end is a glossary of unusual and technical terms used in the book, and an excellent index. The book will undoubtedly be in large demand.

**ADOPTING AN ABANDONED FARM.** By Kate Sanborn. New York: D. Appleton & Co. 1891. 171 pp.

The author tells her experience in managing an abandoned farm at Gooseville, having rented the property for forty dollars a year. Her narrative of the trials that overtook her, though somewhat exaggerated, might find a parallel in those of many an amateur farmer. When the country people discovered her extreme innocence they besieged her with every imaginable thing to sell, which she purchased until she had a menagerie of quadrupeds and bipeds that nearly made her frantic. Her house was stocked with all sorts of worn-out, antiquated, and useless things. In spite of some disadvantages, however, she found real pleasure in her rural home. The book sparkles with wit and humor. At times her fun making reminds one of Mark Twain, but as a rule is more effervescent than that of the droll and inimitable author of "The Innocents Abroad."

**LOYAL HEARTS: A STORY OF THE DAYS OF "GOOD QUEEN BESS."** By Evelyn Everett-Green. London, Edinburgh, and New York: Thomas Nelson & Sons. 1891. 591 pp. \$1.75.

In "Loyal Hearts" we have an historical novel relating to the times of Queen Elizabeth. It contains much concerning the social and political conditions of that time when the Spaniards thought of capturing Britain by means of their invincible Armada. The events of the story cluster around the fitting out and fate of that memorable expedition, the personal element that enters into it making the story all the more attractive. One has in this book a brilliant picture of the courtly lords and ladies of that chivalrous age and gets an insight into how they thought and felt. The historical part is a setting for an intensely interesting love story. No little power is exhibited in the construction of the plot, the description of the characters, and the management of the dialogues. We believe that the book will greatly please those we wish to render their historical study more palatable by mixing with it a little romance.

**THE CHILDREN'S PRIMER.** By Miss Ellen M. Cyr. Boston: Ginn & Co. 1891. 102 pp.

The lessons in this primer have been made as simple as possible in order to encourage the habit of throwing the expression into sentences from the first. The subjects chosen are those that the children know most about and in which they are most interested, so that the expression called forth shall be natural and spontaneous. The lessons are of course progressive, but care has been taken not to increase the new words too rapidly. In connection with the book sets of practice sentences have been prepared which will aid the pupils in becoming familiar with the words. The primer is handsomely printed in large type and very prettily illustrated.

**STORIES OF INDUSTRY. Volume I.** By A. Chase and E. Clow. Boston, New York, and Chicago: Educational Publishing Company. 172 pp.

The purpose of this little book is to give, in a very condensed shape, facts about the occupations in which men engage in different parts of the world. The subjects include coal, petroleum, gold, silver, copper, lead, tin, iron, sewing machines, watches and clocks, lumber, ship-building, house-building, wall-paper, pottery, glass, and others. They are written up in an attractive manner and well illustrated. The use of this book in school for supplementary reading or as the basis of talks would be attended by both pleasure and profit.

**STUDIES FROM THE KINDERGARTEN.** By students of the kindergarten department of the New York College for the Training of Teachers. With an introduction by Angeline Brooks. New York: 9 University place.

In this monograph is given a symposium presenting the different features of that institution, the kindergarten, which is growing so rapidly in favor, as it appears to

be an effectual means of reaching the foreigners who are thronging to our shores. It is one of the most useful of the pamphlets sent out by the College for the Training of Teachers.

**MONK AND KNIGHT: AN HISTORICAL STUDY IN FICTION.** In two volumes. By Frank W. Gunsaulus. Chicago: A. C. McClurg & Co. 1891.

These volumes are the result of a study of the early half of the sixteenth century, a period full of interest to the historical student. It was a time of great awakening, of the revival of classical learning, and moreover when the religious influence over-powered every other. The story shows that the author's study of this wonderful age has been thorough and minute. He has entered into the thoughts, feelings, and aspirations of the men of that century, and described buildings, institutions, and historical characters in a brilliant and powerful style. The main character is a young Waldensian who has various religious experiences. A thread of love running through the story helps to give interest to it. The volumes would be good ones to read as an introduction to the study of the history of the sixteenth century.

**A MANUAL OF LAND SURVEYING.** Comprising an elementary course of practice with instruments and a treatise upon the survey of public and private lands. By F. Hodgman, M.S., C. E., and C. F. R. Bellows, M. A., C. E. Fifth edition. Revised by F. Hodgman, Climax, Mich., and published by him.

There were plenty of books dealing with questions of mathematical calculation or of the use of instruments. A need was felt of a book showing how to apply the principles of common law and statutory enactment, which surveyors have to consider so often. A digest of the report of the Michigan association of surveyors and civil engineers concerning the laws and decisions of the highest courts in the land relative to surveys and boundary lines was therefore incorporated in this book. In addition to the portion relating to the use of instruments measuring angles, passing obstacles and measuring inaccessible distances, platting and computing areas, and curvilinear surveying, usually contained in such a work, there are chapters on original surveys, sub-division of sections, re-surveys, re-locating lost corners, map-drawing and lettering, etc. The book is intended either for the school-room or for the practical surveyor. It is substantially bound in leather, and therefore has the necessary quality of durability.

**MERRILL'S WORD AND SENTENCE BOOK.** Designed to teach the form, pronunciation, meaning, and use of common words. Compiled by teachers. New York: Charles E. Merrill & Co. 176 pp., illustrated. 24 cents.

The old-time spelling book gave long lists of words having no more relation to each other, and no more interest to the child, than a miscellaneous collection of fossils dug out of the rock. They made spellers in those days, but at what a sacrifice of labor, of comfort, and of tears! The points to be observed in this book are that it presents a practical collection of words; a progressive order of exercises; words in sentences and related groups; examples of good English, containing useful information, sound moral principles, and ennobling sentiments, and lessons of a character to interest, in order to instruct. Form, pronunciation, meaning, and use of words are taught together. In its methods it seems to embody the experience of the best teachers. On glancing over the pages one is struck with the extensive use of script early in the book, the numerous pictures about which stories are to be written, and the selections of poetry to be copied, learned, and recited. The book will surely accomplish its purpose, viz., to teach the child to use the English language correctly and intelligently.

**CHURCH AND CREED.** By R. Heber Newton, rector of All Souls' church, New York. New York and London: G. P. Putnam's Sons. 212 pp. 75 cents.

Included in this book are an introduction in which the author's ideas of religious liberty are set forth at considerable length, and three sermons in answer to those who accused him of teaching heterodox doctrines and inviting persons to officiate, during the season of Lent, who were "not duly licensed and ordained." To the last of these charges he answers in his eloquent sermon on "Fold or Flock? Christianity not Ecclesiasticism." He maintains that Christ erected no fold, no church; that, though a necessary work, was done afterward. Christianity itself in the beginning was a protest against ecclesiasticism. The Nicene creed he calls "a franchise of freedom and a charter of comprehension." The church he thinks, never intended the Thirty-nine Articles for an extra creed, and maintains that most of the churches are toiling under a load of tyrannous creeds. "The dead hand of Calvin must be relaxed, or life will be stifled in the churches." The author deals some heavy blows at his opponents. His spirit, however, is not rancorous; he only pleads for that larger liberty which he claims the older creeds allow.

**HOW SALVATOR WON, AND OTHER RECITATIONS.** By Ella Wheeler Wilcox. New York: Edgar S. Werner, publisher. 1891. 160 pp. Cloth, 50 cents.

A book from this popular poet is always welcome. This contains about sixty poems and a prose selection, that may be used for recitations. Indeed a very large number of Mrs. Wilcox's poems have the dramatic quality making them suitable for this purpose. Many of them are poems of love, and some, like "The Princess' Finger-Nail" have a dash of the humorous. In "Meg's Curse," and several others, the author purposely ignored the rules of art in order to give the public reader a chance to exercise his elocutionary powers.

The book contains the autograph and the latest portrait of Mrs. Wilcox.

**PRACTICAL LESSONS IN GERMAN.** By A. Albin Fischer. Philadelphia: Fischer School of Languages. 77 pp.

In this little paper-covered volume are contained lessons that were actually used in the school-room. The author has endeavored to reproduce on paper the best results of his own teaching. There is a gradual development of more and more complex forms as the lessons proceed. The cause is designed for oral instruction. The grammatical tables at the end are chiefly for reference.

## LITERARY NOTES.

Mark Twain, before going to Europe, left for publication a new long story, to be entitled "The American Claimant." Its chief interest is said to lie in the revival of the indomitable "Colonel Sellers," who is the leading figure in the story.

Mr. H. H. Johnston is writing a book on Livingstone and Central African exploration, which will be illustrated from original drawings by the author and from photographs.

Mr. Lafcadio Hearn is reported to have married a Japanese, and become a professor in a Japanese college.

One of Lord Tennyson's neighbors is the village barber who is so skillful as a prestidigitator that he is in great demand at social parties. At one of these gatherings he counted out ten shillings into Lord Tennyson's hand, telling him to hold them tightly. But a few minutes afterwards, when he required the money again, there were only eight shillings. The look of astonishment on his lordship's face was indescribable, while the laughter of the other guests at the situation was unmistakably hearty. In this hilarity, it is needless to say, the poet most good-temperedly joined.

## ANNOUNCEMENTS.

THE CENTURY DICTIONARY is at last completed; the sixth and concluding volume will soon be brought out, the final pages being now on the press. The work contains about 500 more pages and 2,000 more illustrations than were originally promised.

MACMILLAN & Co. have just issued a "Bibliographical Catalogue" of their publications.

D. APPLETON will publish here Percy Fitzgerald's biography of Boswell. It abounds in anecdotes and will contain portraits of Boswell and that greater man with whose name his own is forever joined.

PORTER & COATES will issue a handsome edition de luxe of Carlyle's "French Revolution."

THE LONGMANS include among their Autumn announcements Bishop Charles Wordsworth's "Annals of My Early Life," covering the years 1805 to 1840.

THE PUTNAMs will issue soon the biography and correspondence of George Mason of Virginia. It was written by Kate Mason Rowland, and will have an introduction by Gen. Fitzhugh Lee. It will fill two volumes.

THE SCRIBNERS will bring out this month a work on "The Sabbath in Puritan New England," by Alice Morse Earle. It deals with facts obtained from old records—not with controversial history and politics.

T. Y. CROWELL & Co. will issue this month the fourth volume of Heinrich von Sybel's "Founding of the German Empire by William I."

THE PENN. PUBLISHING Co.'s (Philadelphia) book "Delsartean Pantomimes," by Mrs. J. W. Shoemaker, will prove invaluable to any one getting up interesting and novel entertainments.

A. C. McCLURG & Co. will soon issue in the "Great French Writers" series, *Madame de Staël*, by Albert Sorel. No volume in this series will have a more general interest than this judicial yet kindly and sympathetic sketch of a woman who was distinguished as an author, politician, moralist, and critic. The translation is by Mrs. Gardner whose excellent translation of "Russia: Its People and its Literature," is well known.

D. C. HEATH & Co., Boston, have among their recent publications "Andersen's Marchen," selected, arranged, and edited, with notes and vocabulary, by Prof. O. B. Super, of Dickinson college, Pa.

## MAGAZINES.

Miss Alice M. Fletcher will give in *The Century* an intimate account of how the Indian actually lives and thinks, his music, home life, warfare, hunting customs, etc., and it is the opinion of Professor Putnam of Harvard that they will undoubtedly be the most important papers that have ever been published on the subject, and that they will give an entirely different idea of the Indian from that now commonly prevailing. The series will be called "The Indian's Side." *The Century* will celebrate the four hundredth anniversary of the discovery of America by publishing a Life of Columbus written especially for that magazine by Emilio Castelar, the famous Spanish orator, statesman, and author.

*Wide Awake* for September is crowded with entertaining stories, verses, and sketches by well known writers for the young. An interesting sketch of the unfortunate Prince Imperial of France—the son of Napoleon III. who fell in fight in Zululand—is contributed by Mrs. Goddard Orpen.

*Harper's Weekly* for September 9 had articles on "Minister Patrick Egan," by Richard Harding Davis, and "The Alaskan Boundary Survey," by Alfred Bruno Scharz.

The September number of the *Annals of the American Academy of Political and Social Science* contains papers on "Recent Constitution Making in the United States," by Professor Francis Newton Thorpe, of the University of Pennsylvania; "Economics in Italy," by Professor Achille Loria of the University of Siena, Italy; "Present Condition of the Peasants in the Russian Empire," by Vicomte Combes de Lestrade; "Statistical Publications of the United States Government," by Wm. F. Willoughby, of the Department of Labor, Washington, D. C.; and "Congress of the Learned Societies at Paris," by Leo H. Rowe.

*The Chautauquan* for October has several illustrated articles and the portraits of a number of prominent women. Among the articles relating to American history and politics are: "The Battle of Bunker Hill," by John Clark Ridpath; "Domestic and Social Life of the Colonists," by Edward Everett Hale; "George Washington, the First President," by M. M. Baldwin, A. M., LL. B.; "Land Tenure in the United States," by D. McO. Means; "The History of Political Parties in America," by F. W. Hews.



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